



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 11, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From to **Pre-award costs:**

Required attachments:

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
IMPROVE READING & MATH OUTCOMES. % of students at Centers who met 18-19 STAAR standards is lower than AISD averages (reading: 23% vs. 49%; math: 26% vs. 47%; Grades 3, 6, & 7 had the lowest scores).	Collaborate with campus leadership & teachers to identify/recruit students most in need of academic support. Customize & monitor an evidence-based program to improve academic outcomes while engaging students. Maximize efforts to retain students by integrating local & state initiatives, developing community partnerships, & providing intentional Family Engagement.
IMPROVE SCHOOL DAY ATTENDANCE. The fall 2020 average school-day attendance rate at Centers was 89% compared to the AISD average of 95%. Grades 1 and 6 had the lowest attendance levels.	Collaborate with campuses to identify/recruit students most in need of attendance improvement. Integrate strategies that increase student engagement aligned with Weikart's Youth Program Quality standards. Monitor engagement through regular observations, coaching frontline staff, & student/parent surveys.
IMPROVE SOCIAL EMOTIONAL LEARNING (SEL) SKILLS. Students at Centers report lower than AISD average responses to questions on the SEL subscale of the annual student climate survey for the last three school years (2017-2020).	Collaborate with campus to identify/recruit students most in need of SEL support. Integrate opportunities for SEL aligned with evidence-based practices. Monitor program quality by regularly assessing engagement through observations, coaching of frontline staff, and student/parent surveys.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By July 2022, ACE Austin will achieve positive growth in reading & math (5% increase), attendance (15% increase), & teacher-reported behavior & engagement (5% increase) for a minimum of 1,000 participants served at 10 Centers as measured by grades & STAAR, behavior & engagement indicators, and school-day attendance.

To achieve this, ACE Austin staff, including the Project Director (PD), Family Engagement Specialist (FES), and Site Coordinators (SC), will intentionally recruit & retain students using a three-phase recruitment plan; and engage in continuous cycles of improvement informed by the ACE Austin Data Dashboard and monitored by the ACE Austin Quality Observation Checklist (QOC).

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

(July 2021-Oct 2021) Update 100% of Center-level needs assessments to create logic models, identify student recruitment criteria, customize fall schedules aligned with campus needs. Train 100% of frontline staff in ACE Austin evidence-based practices. Begin student recruitment on the first day of school & start program by 9/7. SCs attend monthly meetings with campus admin & stakeholders to collect quantitative/qualitative data, ensure school day alignment, & identify students for targeted recruitment. Voluntary ACE Austin Advisory Group meets to maximize resources & plan for sustainability. SCs meet monthly with PD, FES, & other SC's for professional development & peer-to-peer support. Conduct bi-weekly activity observations using the ACE Austin QOC & provide coaching to frontline staff. Collect participant surveys following student & family activities.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

(Nov 2021- Jan 2022) Update 100% of Center-level needs assessments, logic models, recruitment criteria, and spring program schedules using fall data from the ACE Austin Data Dashboard. Assess progress toward mid-year goals: At least 25% of ACE Austin participants will demonstrate growth compared to non-participants by Dec 2021. At least 50% of ACE Austin participants will meet/exceed Center attendance requirements by Dec 2021. Begin open and targeted recruitment for spring. ONGOING: ACE Austin Advisory Group meets to maximize resources & plan for sustainability. Train new frontline staff; monitor Center attendance; identify new students' needs. SCs meet monthly with PD, FES, & SCs for support. SCs attend monthly meetings with campus admin and stakeholders to ensure alignment & collect quantitative/qualitative data. Conduct activity observations & coaching using the ACE Austin QOC. Collect participant surveys following student & family activities.

Third-Quarter Benchmark

(Feb 2022- April 2022) Update 100% of Center-level needs assessments, logic models, recruitment criteria, and develop summer program schedules using spring data from the ACE Austin Data Dashboard. Administer annual satisfaction surveys to students, parents, frontline staff, and teachers/admin. Assess progress toward year-end goals: At least 50% of ACE Austin participants will demonstrate growth compared to non-participants by May 2022 and at least 80% will meet/exceed Center attendance requirements by May 2022. Begin open and targeted recruitment for summer. ONGOING: ACE Austin Advisory Group meets to maximize resources & plan for sustainability; train, observe, and coach staff; monitor Center attendance; identify students' needs; monthly meeting with ACE Austin PD, FES, and SCs; monthly meeting with campus admin and stakeholders; collect participant surveys following student & family activities.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

To measure progress toward program goals and program sustainability, ACE Austin works with the AISD Department of Research and Evaluation (DRE) to explore data as part of continuous cycles of improvement. Data is stored in the ACE Austin Data Dashboard, a hub for grant-, Center-, & student- level outcomes, observations, demographics, & surveys. In August, December, & April, DRE leads the PD, FES, and SCs through formal "data digs" to understand the needs of the student population & the unique culture of each campus. Each "data dig" will include the following steps:

(1) Analyze real-time data from the ACE Austin Data Dashboard in three focus areas: (1a) Student academic, behavior & engagement indicators, attendance outcomes from report cards; (1b) Student and parent feedback from ongoing surveys; and (1c) Program observation results from the ACE Austin Quality Observation Checklist (QOC), a point of service tool aligned with evidence-based practices;(2) Share results with stakeholders such as staff, students, parents, community partners, and campus & district administration for feedback and suggestions for program modifications. (3) Modify program schedules and activities as necessary to ensure progress toward the benchmarks and summative SMART goals.

This iterative, data & feedback-driven process is necessary to develop needs-based programs and to ensure future program sustainability. ACE Austin's previous use of this process has proven successful at increasing outcomes for ACE Austin participants over time. Specifically, at campuses with ACE Austin Centers, students with more years of ACE Austin participation had better STAAR passing rates, school attendance rates, and elementary math grades than those with fewer years of participation (Zhao et al., 2018); and students reported feeling safe and supported at higher rates during the ACE Austin program than during the school day (Andrews et al. 2018).

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The program will take place in a safe facility that is properly equipped and easily accessible.
2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

A. NEEDS ASSESSMENT PROCESS: In partnership with AISD's Office of Innovation and Development and DRE, the ACE Austin PD collected district-wide data including 2018-2019 Texas Academic Performance Reports; real-time demographic, attendance, and academic data; results from the 2019-2020 AISD Student Campus Climate Reports; results from student and parent satisfaction surveys; and resource/asset mapping for each campus. Throughout the needs assessment process, feedback specific to the grant application was gathered from stakeholders including: ACE Austin staff, campus staff and administration, district administration, community organizations, partners, students and parents. We asked the following questions for each campus: What are the demographics ("at-risk," economically disadvantaged, English Learner) percentages? What are the academic, attendance, and behavioral needs? Is the campus on a comprehensive or targeted support and improvement plan? What out-of-school-time (OST) services are currently available to families? Are these services free or fee-based and do they provide academic support or child care only? What are the existing resources and community partnerships? What other local or state initiatives currently support the campus?

B. NEEDS ASSESSMENT RESULTS: The needs assessment determined that the students "most in need" at AISD are classified as "at-risk" as defined by TEA, economically disadvantaged (EcoDis), and English Learners (EL). 10 campuses that serve 4,833 students were selected as the 10 Centers (6 elementary, 4 middle). At these Centers, 3,960 students are "at-risk" ranging from 48% to 88% of the total campus population; 4,591 students are EcoDis ranging from 91% to 99%; & 2,416 students are EL, averaging 50% of the total campus population. The % of students meeting STAAR grade-level standards was below the district average in every subject area, with 3rd, 6th, and 7th graders demonstrating the highest need for improvement. The attendance rate for all 10 Centers was lower than the district average. Six of the 10 Centers are on a comprehensive or targeted support and improvement plan. The needs assessment demonstrated that ACE Austin is critical to ensuring the 10 Centers can serve the students "most in need" through high quality academic enrichment. ACE Austin will collaborate with existing resources/partnerships/local & state initiatives at the 10 Centers to serve at least 1,000 students by intentionally expanding, supplementing, and integrating with these resources.

C1. RECRUITING STUDENTS MOST IN NEED: ACE Austin will use a three-phase student recruitment plan. Phase (1): Open Recruitment: This will meet the needs of working families by ensuring that students who need a safe and supportive space during out-of-school time hours do not have to wait for services. Phase (2): Targeted Recruitment: After the first grading period, in collaboration with administrators and teachers, SCs will review real-time student-level data in the ACE Austin Data Dashboard and recruit targeted students to fill the remaining slots through personal outreach to families. Phase (3): Ongoing recruitment: A wait-list for the program will be maintained and new students will be regularly targeted for enrollment. Attendance will be tracked daily and SCs will reach out to parents if students stop attending.

C2. MEETING THE NEEDS OF WORKING FAMILIES: When a student is targeted for the program, their siblings will be recruited. Additionally, while all Centers will meet the hours and weeks outlined in the Center Operation Schedule, extra program hours and weeks may be offered to accommodate preferences and needs of parents. In partnership with the campus Parent Support Specialist & Family Resource Center, 3 types of Family Engagement activities will be offered on an ongoing basis: (1) Weekly parent workshops (ex: English as a Second Language, Adult Basic Literacy, Parenting); (2) Weekly family workshops (ex: cooking, writing, crafting); (3) Monthly family events (ex: STEM, Art, SEL Nights).

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

ACE Austin will use results of the annual program-wide evaluation conducted by DRE to design program strategies & activities that help students meet academic standards and achieve overall student success. Below are SMART goals for 2021-22 and data from the 2018-19 program evaluation, which informed the SMART goals and the anticipated positive impact at both the grant and Center-levels.

2021-22 SMART GOALS that ACE Austin will use to monitor the program's impact over time:

(Notes: Goals will be updated annually based on evaluation results. "Participants" are students who attend for at least 45 days during spring and fall. Participants that do not show improvement will be targeted for recruitment in the ACE Austin summer program).

- (1) ACE Austin participants will show a 5% increase over non-participants on STAAR reading by the end of the 2021-2022 school year;
- (2) ACE Austin participants will show a 5% increase over non-participants on STAAR math by the end of the 2021-2022 school year;
- (3) ACE Austin participants with a GPA less than 3.0 will show a 5% increase over non-participants on report cards by the end of the 2021-2022 school year;
- (4) ACE Austin participants will show a 15% increase over non-participants in attendance rates by the end of the 2021-2022 school year;
- (5) ACE Austin participants will show a 5% increase in teacher-reported behavior (conduct & personal development scores) over non-participants as measured on report cards by the end of the 2021-2022 school year;
- (6) ACE Austin participants will show a 5% increase in teacher-reported engagement in learning over non-participants as measured on report cards by the end of the 2021-2022 school year.

The summary of data from 2018-19 school year demonstrates that ACE Austin has a proven record of utilizing strategies and activities that improve outcomes for participants.

(A) STAAR: The percentage of ACE Austin participants in Grades 4-8 who demonstrated growth on STAAR reading was 55% vs. 53% for non-participants. STAAR math was 53% vs. 44%. (B) GRADES: The percentage of ACE Austin participants in Grades 7-8 with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA was 58% vs. 54% for non-participants. (C) ATTENDANCE: The percentage of ACE Austin participants in Grades 1-12 who: (a) had a school-day attendance rate at or below 90% in the prior school year; and (b) demonstrated an improved attendance rate in the current school year was 72% vs. 58% for non-participants. In other words, regular participants whose participation was less than 90% in 2017-2018 were 114% more likely to have increased attendance in 2018-2019 compared to non-participants. (D) BEHAVIOR: Suspension rates of ACE Austin participants vs. non-participants are similar due to very low number of suspensions in AISD. To get a deeper understanding of how the program is affecting behavior, during this grant cycle, ACE Austin will look at teacher-reported behavior indicators (conduct and personal development scores to determine if ACE Austin participants demonstrate growth over non-participants. (E) ENGAGEMENT: The percentage of ACE Austin participants in Grades 1-5 who demonstrated an improvement in teacher-reported engagement in learning was 86% vs. 91% for non-participants. This area of growth for ACE Austin helped inform strategies throughout this application including: (1) Increasing engaging academic enrichment opportunities during out-of-school-time AND during the regular school day through partnerships with 4-H CAPITAL, Creative Action, and Verde Leaders; (2) Embedding SEL skills, student voice and choice, and student engagement strategies in every ACE Austin activity.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

Proposed program activities are expected to improve student academic achievement overall student success because they are aligned with the regular school-day, embedded with student choice, engagement, and SEL strategies; and are observed & assessed through continuous cycles of improvement. The ACE Austin three phase student recruitment plan ensures students in need enroll and that activities are well attended. Activities are chosen based on alignment to TEKS standards, school day curriculum, and Campus Improvement Plans. All activities are documented using a standardized lesson plan.

(1) SEL ENRICHMENT, partnerships with Creative Action (CA) and Verde Leaders (VL). CA's activities are closely aligned to TEKS in fine arts, SEL, reading, and writing. Activity themes are determined by students in the categories of theatre & performing arts, visual arts, digital media, or film. VL combines soccer training with Restorative Practices, SEL, & mindfulness to help students build a foundation for lifelong success. Existing CA activities have consistently high ratings for "emotional safety" on the ACE Austin QOC (4.4 out of 5).

(2) STEM ENRICHMENT, partnership with 4H Capital (4H): AmeriCorps members follow school day curriculum to facilitate weekly Science Extension both during and after school that emphasize math & science TEKS. 4-H creates STEM enrichment centers that can be used during and after school (ex: makerspaces, school gardens, outdoor classrooms, agriculture classrooms or science labs). Existing 4H activities have high ratings for "intentional skill building" on the ACE Austin QOC (4.5 out of 5)

(3) ACADEMIC INTERVENTION, Victory Tutoring & Twilight Credit Recovery Program (local initiatives): Victory provides 1 on 1 educational support led by trained volunteers, primarily from universities. Twilight provides options for grade recovery, grade repair & attendance makeup for students who are at-risk of failure. Integrating & supplementing these initiatives will allow the 10 Centers to maximize resources through AISD programs aligned with school day curriculum.

(4) AISD TEACHER-LED ACADEMIC ENRICHMENT ACTIVITIES: Guided by student voice and choice (results from surveys & informal information gathering with students), and student needs (specific areas for academic improvement), AISD teachers lead activities such as: Journalism, Cooking, Rock Band, Photography, and Robotics. Existing teacher-led activities have consistent student participation and high ratings for "student voice & choice" on the ACE Austin QOC (4.8 out of 5).

(5) FAMILY ENGAGEMENT, Parent Support Specialists & Family Resource Centers (local initiatives): Weekly parent/family workshops & monthly events to provide active/meaningful engagement in the education of student participants & opportunities for literacy.

(6) VENDOR-LED & VOLUNTEER ACTIVITIES: Centers have access to more than 60 youth & family enrichment vendors that have been vetted through a district Request for Proposal (RFP) & 30 volunteer organizations that have been screened through Austin Partners In Education (APIE).

PLAN FOR ALIGNMENT WITH THE REGULAR SCHOOL DAY: SCs serve on the Campus Advisory Council & Child Study Team (AISD's positive behavior intervention and support framework). The first provides SCs with data about campus-level needs, and the latter provides them with data about student-level needs. SCs also regularly participate in district and campus-level professional development which gives them an in-depth understanding of the Campus Improvement Plan & school day curriculum.

ACTIVITY OVERSIGHT & STUDENT ENGAGEMENT: SCs conduct daily program walk-throughs. Observations using the ACE Austin QOC are conducted by SCs & PD at least twice per month. After every observation, the results are shared with frontline staff. Based on the results, coaching is provided. Data from these observations is aggregated in the ACE Austin Data Dashboard and reviewed during "data-digs" in August, December, and April. This aggregated data is shared with ACE Austin partners.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

AISD IS APPLYING FOR STATUTORY PRIORITY 2- JOINT PARTNERSHIPS. ACE Austin is submitting this application in partnership with 4H Capital (4H), Creative Action (CA), & Verde Leaders (VL). The objectives of each partnership are to: (1) Improve academic performance through school day aligned enrichment; (2) Improve SEL skills by embedding SEL practices-best practices; (3) Improve school day attendance by embedding student engagement aligned with Weikart's Youth Program Quality standards; (4) Increase community access to high-quality academic enrichment by expanding OST dosage, school day programming, & family engagement events.

4H Capital (4H) will increase the scope & quality of STEM enrichment at 6 Elementary Centers. 4H will expand access by: (1) Adding Fridays & increasing overall dosage for OST activities to 4 days per week in fall & spring & 4 weeks in the summer; (2) Hosting free community-wide events to engage families; (3) Offering in-kind school day enrichment. Partner qualifications: 4H is a joint educational entity of Travis County and Texas A&M AgriLife Extension services, & instruction is led by Americorp volunteers dedicating 40 hrs per week to facilitating TEKS aligned STEM enrichment.

Creative Action (CA) will increase the scope & quality of SEL, fine arts, reading, and writing enrichment at all 10 Centers. CA will expand access by: (1) Adding Middle School Centers & increasing overall dosage for OST activities to 2 days per week in fall & spring & 4 weeks in the summer; (2) Hosting free community-wide events to engage families; (3) Offering in-kind professional development & school day enrichment. Partner qualifications: CA is a lead partner in AISD's Creative Learning & SEL initiatives. CA targets literacy skills such as reading comprehension, vocabulary, text analysis/synthesis, writing, & fluency through bilingual (English & Spanish) curriculum.

Verde Leaders (VA) is a new ACE Austin partner. VL will begin by serving 1 Middle School Center & add an additional Middle School Center each grant year until all 4 Middle School Centers are served. VL will increase the scope & quality of SEL and academic support by: (1) Offering OST soccer training twice a week; (2) Providing in-kind school day support through 1:1 and small group meetings with social workers to develop personal and academic goals; (3) Hosting community events such as family days & scrimmages. Partner qualifications: VL is part of the 4TX Foundation. VL is staffed by social workers and takes a holistic approach to student success.

4-H, CA, and VL will contribute to sustaining the program at the campus, grant, & community level. (1) Campus-level: Partners provide in-kind school day enrichment & family engagement, becoming a partner not only with ACE Austin, but also the campuses; (2) Grant-level: Partners are part of continuous cycles of improvement by participating in the ACE Austin Frontline Staff Orientation, ACE Austin Advisory Group, & observations using the QOC; (3) Community-level: 4H, CA, and VL are partners of Learn All The Time, a coalition providing ongoing professional development, capacity building, & sustainability for OST programs in Central Texas.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

ACE Austin integrates 5 evidence-based practices into program design that complement & enhance academic performance, achievement, postsecondary & workforce preparation, and positive youth development:

- (1) ALIGN with the school day: SCs are members of Campus Advisory Council & Child Study Team. ACE Austin is included in the Campus Improvement Plan. Partners provide support during the school day & participate in campus engagement efforts. AISD teachers lead activities. Activities are documented on TEKS aligned lesson plans;
- (2) MAXIMIZE participation & attendance: SCs, track attendance daily & outreach is made to families as needed;
- (3) ADAPT instruction to individual and small group needs: Victory Tutoring & Twilight Credit Recovery provide tutoring intervention & credit recovery;
- (4) PROVIDE engaging experiences & (5) ASSESS performance and improve program quality: Through the research-based improvement system created by the Weikart Center for Youth Program Quality, the PD, FES, & SCs are trained in the Youth Method Series (YMS) & in administering the Youth Program Quality Assessment (YPQA). The YMS/YPQA align with a hierarchical pyramid of program quality in the following order: safe & supportive environment, interactions, engagement, & youth-centered. Quality standards from the YPQA are integrated in the ACE Austin Frontline Orientation & ACE Austin QOC. Staff & volunteers must complete the orientation before working with students & activities are observed using the ACE Austin QOC on a bi-weekly basis. SEL enrichment is aligned with the Harvard's Mindsets, Essential Skills, and Habits (MESH) framework, which outlines mindsets, skills, and habits that support student success in college, career, and life. It also focuses on intra-and inter- personal competencies that matter for long-term success & are measurable by student self-assessment.

(US Department of Education's "What Works" Clearinghouse publication, Structuring Out-of-School-Time to Improve Academic Achievement, 2009).

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

The transportation needs of students participating in the program vary by campus and are regularly assessed and adjusted to ensure transportation is not a barrier to program participation or a safety concern.

TRAVEL TO EACH CENTER: No feeder schools are included in this application. Therefore, no transportation is needed to each center at the start of programming. At elementary Centers, participants are picked up in the classrooms by ACE Austin staff or dropped off by school-day staff. At middle school Centers, participants walk to the cafeteria after being dismissed from school. All participants are immediately signed-in to program rosters upon arrival. Elementary participants walk to classrooms or other program spaces with their instructors, middle school participants are given wristbands indicating in which activity they are participating.

TRAVEL HOME: Parents/guardians are required to indicate on ACE Austin enrollment forms which method of transportation their child will take: pick up by a designated adult, AISD and/or City of Austin bus, or walking home. Participants are signed out of the program daily by parents/guardians who are required to show ID or an ACE Austin staff member, depending on the transportation method. Participants are not allowed to leave with adults not listed on registration forms. ACE Austin follows district transportation guidelines to provide buses to students who live beyond a certain distance from campus. Participants who walk home are assisted by designated ACE Austin staff and dismissed early to encourage walking in groups. At some Centers, ACE Austin staff lead neighborhood walks to ensure safe arrival home for participants who walk home.

SUMMER TRANSPORTATION: ACE Austin will provide AISD buses in the mornings and afternoons to safely transport participants to and from the Center. During educational field trips, AISD buses will be used.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

7. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Please describe the applicant's plan to inform the community about the center and participating in the program.

Upon notification of the grant award, ACE Austin will facilitate a comprehensive outreach campaign to disseminate information about the program throughout the district, campuses, and communities served by the 10 Centers. All outreach information will be translated by AISD into languages other than English to ensure that all communications are both understandable and accessible, including ACE Austin enrollments forms and parent handbooks. ACE Austin outreach materials include fliers, campus and community newsletters, and AISD social media.

At the campus level, information will be disseminated through the campus website, campus newsletters, beginning-of-year information packets, weekly student take-home folders, fliers, school messenger, personal outreach, campus social media, and the Campus Advisory Council (of which the SC is a member) and campus administration; in addition to campus events such as Back-to-School-Night, Fall/Spring Open House, parent meetings, ACE Austin registration, and culminating events. Information will also be distributed through ACE Austin partners and contracted vendors, and AISD Family Resource Centers.

At the end of each school year, ACE Austin hosts an AISD Afterschool Showcase where all students who participate in AISD's out-of-school-time programs, including Boys and Girls Club, Foundation Communities, and Prime Time (city-funded program), display their work, perform, and present what they learned throughout their participation in the program. This community-wide event provides the opportunity for distributing information about individual Centers and ACE Austin as a whole.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

AISD IS APPLYING FOR PROGRAM PRIORITY 1- PROGRAM INTEGRATION. Campuses that host Centers receive federal Title I funds & participate in the Community Eligibility Provision for campus-wide free breakfast/lunch service. Short term goal: Integrate ACE Austin with state & local initiatives to maximize resources & meet annual shared SMART goals. Long term goal: Reduce gaps in opportunity caused by social, economic, & racial inequity to help students meet academic standards & achieve overall student success.

STATE INITIATIVES: (1) TEA SSI Community Partnerships Grant (serves 2 Centers). Using the community school model, this grant funds the NACER project that provides students/families an integrated system of academic & social support to increase achievement in reading & math. SCs & FES attend professional development & planning efforts with NACER. ACE Austin & NACER collaborate to provide OST activities & family engagement to achieve 5% positive growth in reading & math by July 2022. (2) Office of the Governor Truancy Prevention Grant (1 Center) funds a licensed social worker who works with the Child Study Team to identify students attending school less than 70% of the time. SC works with the social worker to connect students & families to ACE Austin & to mental health, crisis support, & social services with the goal of increasing attendance by 15% for high-need students by July 2022.

LOCAL INITIATIVES funded by Travis County & the City of Austin: AISD Family Resource Centers aid with housing, healthcare, food pantry, & employment assistance (4 Centers); AISD Parent Support Specialists help parents navigate school systems & provide referrals for social services (10 Centers); Victory Tutoring: volunteer-led academic tutoring (6 Centers); & Twilight Recovery Program: attendance & credit recovery support (3 Centers). Integration helps to achieve positive growth in reading & math (5%), attendance (15%), & teacher-reported behavior & engagement (5%) by July 2020.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

9. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

AISD has a proven history of supporting out-of-school time (OST) & sustaining former 21st CCLC funded programs. The AISD School Board is committed to providing high quality OST opportunities for students & families, especially given how critical these opportunities are to address learning loss due to the COVID-19 pandemic. This commitment continues to be demonstrated through AISD's work with community partners, including youth-serving community-based organizations, private foundations, and local government agencies, which has resulted in AISD developing a funding strategy that supports OST programs in 65 low-income schools. AISD's 21st CCLC funding continues to be a vital component of that strategy. Using data that indicates positive impact on academics, attendance, and overall student success, ACE Austin leadership & ACE Austin partners will help plan & participate in district-wide strategic resource coordination efforts led by staff from the AISD Office of Innovation & Development to ensure OST is included as a featured topic at semi-annual Funder Round Table meetings & AISD Partnership Feedback Sessions, as well as other projects and initiatives, as appropriate and necessary to promote ACE Austin sustainability. The partners selected for this application are long-standing AISD partners and each has made a commitment to become part of the school community at the campuses included in this application. All partners will offer in-kind services at no-cost and will have a meaningful presence at the campuses during the school day and during OST hours. ACE Austin partners will work with campus leadership to develop sustainability plans customized to the needs of each campus. At least three times per year, partners will be invited to voluntarily participate in the ACE Austin Advisory Group during which campus-specific strategies will be further developed. ACE Austin leadership will also invite leaders from AISD's Prime Time (no-cost OST) & Third Base (fee-based OST); & leadership from the State and Local Initiatives integrated into this application to participate in the Advisory Group.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

By providing OST services to AISD for more than twenty years, ACE Austin has developed long-standing relationships with the community, organizations, and family members that provide volunteer services. By utilizing qualified volunteers, ACE Austin maximizes resources and fiscal efficiency, expands its program and family engagement offerings, maintains low student/staff ratios, and broadens the expertise of its professional staff.

Regular volunteers working with ACE Austin must undergo a screening process through AISD's Department of School, Family, and Community Education and Austin Partners in Education (APIE). Volunteers must complete an application through APIE that includes a criminal background check. SCs receive notification when volunteers are approved to work.

One time volunteers, such as parents, must be approved through the Raptor system, a system designed to enhance school security by reading a visitor's Driver's License and produce fast results in each campus' front office. All volunteers are given temporary identification badges indicating approval, and are required to sign in and out on ACE Austin visitor/volunteer logs. In addition, all visitors and volunteers must be supervised at all times by approved AISD and/or partner staff who have been fingerprinted per State regulation.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

THREE-PHASE STUDENT RECRUITMENT PLAN. (1) Open enrollment: A percent of slots are reserved for students on a first come basis starting the first day of school; (2) Targeted recruitment: Remaining slots are reserved for targeted students. After the first grading period, in collaboration with administrators & teachers, SCs review student-level data in the ACE Austin Data Dashboard. Students are then recommended in alignment with student recruitment criteria; (3) Ongoing recruitment: A wait-list is maintained & as slots become available, new students begin the program.

STRATEGIES FOR RETAINING STUDENTS. (1) Daily attendance tracking: SCs & FES conduct outreach to students or parents with 2+ absences in a targeted activity; (2) Monthly support meetings: SCs meet regularly with the PD, FES & other SCs to monitor attendance & identify evidence-based strategies for ongoing program improvement; (3) Family engagement: Opportunities align with student offerings to encourage buy-in & support from parents/guardians; (4) Student voice & choice: Staff are trained in methods for integrating student voice & choice and ensuring high levels of student engagement; (5) Program observations: SCs regularly observe activities using the ACE Austin QOC and provide coaching to staff based on the results; (6) Student & parent surveys: Responses are used to continually improve activities and meet the interests of participants.

ATTENDANCE SMART GOALS: FALL: 50% of program participants will meet/exceed the 45 days at 120 mins per day attendance requirement by Dec. 2021; SPRING: 80% of program participants will meet/exceed the 45 days at 120 mins per day attendance requirement by May 2022; SUMMER: 80% of program participants will meet/exceed the the 12 days at 240 mins per day requirement by the end of July 2022.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

AISD IS APPLYING FOR STATUTORY PRIORITY 1, TARGET SERVICES. 65% of students served at the Centers attend a campus that was identified as a comprehensive or targeted support & improvement campus for 2020-2021 and has an "at-risk" population greater than the state average of 50%. During the needs assessment, we asked key questions to determine each Center's operations schedule, corresponding staffing & budget plans.

QUESTIONS: What is the % of "at-risk" students at the campus? Is the campus identified as in need of comprehensive or targeted support & improvement? Are there grade-levels that demonstrate a higher % of students in need of academic, attendance, or SEL support? What works best for working families? What positions are required to support program goals & ensure sound fiscal management? What staff-to-student ratios are appropriate? What supplies are required for each type of activity? What training/travel costs are necessary? How many participants can be served, while also adhering to standards for program quality?

RESULTS: (1) PARTICIPANTS: At least 1,000 students & 385 parents will participate. 650 of these students attend campuses that meet the requirement for Statutory Priority 1: Targeted Services; (2) SCHEDULE: At least 34 weeks (15 hrs per week in fall/spring & 16 hrs per week in summer) will be scheduled. Budgets are closely monitored & additional hrs/weeks may be offered to meet the needs of working families; (3) STAFF: 1 PD & 1 FES, .5 Accounting Tech, .5 Evaluator will support quality and/or fiscal management. One SC will supervise each Center. AISD teachers & support staff, partners & vendors lead activities aligned with campus needs & ratio requirements. Supplies, training, & travel costs are proportionate to the number of participants to be served at each Center. The proposed budget will help meet measures of effectiveness, student service targets, & Center-level quality because it was guided by the needs assessment and previous experience with successful 21st CCLC fiscal management.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	
2. Enrollment in 21st CCLC of students attending participating private schools	
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	
4. Total year 1 proposed grant budget for serving students in all centers	
5. Applicant reservation for required staff payroll.	
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	FTEs 100%: 1 Project Director, 1 Family Engagement Specialist, 10 Site Coordinators	\$721,130
2.	Other FTEs: 1 Account Tech 50%, 1 Program Evaluator 50%	\$44,293
3.	Certified Teachers: Supplemental Hourly Pay for Academic Activities	\$196,895
4.	Support Staff: Hourly Pay for TAs, Assistants, Custodians, Security	\$173,205
5.	Benefits	\$303,363

Professional and Contracted Services

6.	Creative Action - OST Social Emotional Learning, Arts, and Literacy	\$51,200
7.	4-H CAPITAL - OST Science, Technology, Engineering, Mathematics	\$46,080
8.	Verde Leaders- OST Social Emotional Learning, Academic Support, Soccer	\$8,320
9.	Other Academic Enrichment Activities based on campus needs & student feedback	\$64,000
10.	Family Engagement Workshops	\$16,800

Supplies and Materials

11.	General Supplies for Teacher-led Academic Clubs	\$42,600
12.	Supplies and food for Family Engagement	\$7,500
13.	Technology for Teachers and Students	\$4,200
14.		

Other Operating Costs

15.	Transportation for Students	\$8,250
16.	Travel Expenses to Texas ACE Training and OSTI-CON	\$10,125
17.	Mileage for Campus Visits for Project Director and Family Engagement Specialist	\$2,040

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended

Negotiated Change or Amendment

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Center Operations Schedule						
County-district number or vendor ID:						
Part 2: Center Overview Table						
In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).						
Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	227901054	Bedicheck Middle School, 6800 Bill Hughes Road Austin, TX 78748 (512)841-3559	0	6-8	135	40
2	227901055	Dobie Middle School, 1200 E. Rundberg Lane, Austin, TX 78753 (512)841-2927	0	6-8	135	40
3	227901051	Martin Middle School, 1601 Haskell Street, Austin, TX 78702 (512)414-3078	0	6-8	125	40
4	227901058	Mendez Middle School, 5106 Village Square Drive, Austin TX 78744 (512)841-7329	0	6-8	125	40
5	227901109	T.A. Brown Elementary School, 7801 Guadalupe Street, Austin TX 78752 (512)414-204	0	K-5	70	35
6	227901125	Langford Elementary School, 2206 Blue Meadow Drive, Austin TX 78744 (512)841-7750	0	K-5	70	35
7	227901168	Oak Springs Elementary School, 3601 Webberville Road, Austin, TX 78702 (512)841-0000	0	K-5	70	35
8	227901174	Rodriguez Elementary School, 4400 Franklin Park Drive, Austin, 78744 (512)841-7266	0	K-5	130	50
9	227901175	Widen Elementary School, 5605 Nucklos Crossing, Austin, TX 78744 (512)414-2556	0	K-5	70	35
10	227901144	Wooten Elementary School, 1406 Dale Street, Austin, TX 78757 (512)414-2315	0	K-5	70	35

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE						Program Year						
Center Operations Schedule (one per center)						2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	227901054	Bedicheck Middle School, 6800 Bill Hughes Road Austin, TX 78748 (512)841-3559				6-8	135	40				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/2021		12/17/2021		13						
Spring Term		01/18/2022		05/20/2022		16						
Summer Term		05/30/2022		06/23/2022		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Tuesday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Wednesday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Thursday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Friday	7:45	8:30	3:30	5:30	7:45	8:30	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15.75				15.75				16			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.										
Parent/Legal Guardian Activities		In partnership with the campus Parent Support Specialist & Family Resource Center three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE								Program Year							
Center Operations Schedule (one per center)								2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>															
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	227901055	Dobie Middle School, 1200 E. Rundberg Lane, Austin, TX 78753 (512)841-2927						6-8	135	40					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>				09/07/2021				12/17/2021				13			
Fall Term				01/18/2022				05/20/2022				16			
Spring Term				05/30/2022				06/23/2022				5			
Summer Term												34			
Total number of weeks:															
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00			
Tuesday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00			
Wednesday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00			
Thursday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00			
Friday	7:45	8:30	3:30	5:30	7:45	8:30	3:30	5:30							
Saturday															
Sunday															
Total Hours Per Week:	15.75				15.75				16						
Adjunct Sites, if applicable (site name and full address)															
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.													
Parent/Legal Guardian Activities		In partnership with the campus Parent Support Specialist & Family Resource Center three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).													

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE								Program Year				
Center Operations Schedule (one per center)								2021-2022				
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target		
Center	227901051	Martin Middle School, 1601 Haskell Street, Austin, TX 78702 (512)414-3078						6-8	125	40		
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):		Total Weeks		
<i>Summer Term Jump Start (Must be approved in NOGA)</i>												
Fall Term				09/07/2021				12/17/2021		13		
Spring Term				01/18/2022				05/20/2022		16		
Summer Term				05/30/2022				06/23/2022		5		
Total number of weeks:										34		
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Tuesday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Wednesday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Thursday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Friday	7:45	8:30	3:30	5:30	7:45	8:30	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15.75				15.75				16			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.											
Parent/Legal Guardian Activities	In partnership with the campus Parent Support Specialist & Family Resource Center three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).											

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	227901058	Mendez Middle School, 5106 Village Square Drive, Austin TX 78744 (512)841-7329			6-8	125	40					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/2021		12/17/2021		13						
Spring Term		01/18/2022		05/20/2022		16						
Summer Term		05/30/2022		06/23/2022		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Tuesday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Wednesday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Thursday	7:45	8:30	3:30	6:00	7:45	8:30	3:30	6:00	9:00			1:00
Friday	7:45	8:30	3:30	5:30	7:45	8:30	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15.75				15.75				16			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.										
Parent/Legal Guardian Activities		In partnership with the campus Parent Support Specialist three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	227901109	T.A. Brown Elementary School, 7801 Guadalupe Street, Austin TX 78752 (512)414-204					K-5	70	35			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/2021			12/17/2021			13			
Spring Term			01/18/2022			05/20/2022			16			
Summer Term			05/30/2022			06/23/2022			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00		12:00	
Tuesday			3:00	6:00			3:00	6:00	8:00		12:00	
Wednesday			3:00	6:00			3:00	6:00	8:00		12:00	
Thursday			3:00	6:00			3:00	6:00	8:00		12:00	
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.										
Parent/Legal Guardian Activities		In partnership with the campus Parent Support Specialist three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	227901125	Langford Elementary School, 2206 Blue Meadow Drive, Austin TX 78744 (512)841-7750					K-5	70	35			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/2021			12/17/2021			13			
Spring Term			01/18/2022			05/20/2022			16			
Summer Term			05/30/2022			06/23/2022			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00		12:00	
Tuesday			3:00	6:00			3:00	6:00	8:00		12:00	
Wednesday			3:00	6:00			3:00	6:00	8:00		12:00	
Thursday			3:00	6:00			3:00	6:00	8:00		12:00	
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.										
Parent/Legal Guardian Activities		In partnership with the campus Parent Support Specialist three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	227901168	Oak Springs Elementary School, 3601 Webberville Road, Austin, TX 78702 (512)841-0000					K-5	70	35			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/2021			12/17/2021			13			
Spring Term			01/18/2022			05/20/2022			16			
Summer Term			05/30/2022			06/23/2022			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00		12:00	
Tuesday			3:00	6:00			3:00	6:00	8:00		12:00	
Wednesday			3:00	6:00			3:00	6:00	8:00		12:00	
Thursday			3:00	6:00			3:00	6:00	8:00		12:00	
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.										
Parent/Legal Guardian Activities		In partnership with the campus Parent Support Specialist & Family Resource Center three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	227901174	Rodriguez Elementary School, 4400 Franklin Park Drive, Austin, 78744 (512)841-7266					K-5	130	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/2021			12/17/2021			13			
Spring Term			01/18/2022			05/20/2022			16			
Summer Term			05/30/2022			06/23/2022			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00		12:00	
Tuesday			3:00	6:00			3:00	6:00	8:00		12:00	
Wednesday			3:00	6:00			3:00	6:00	8:00		12:00	
Thursday			3:00	6:00			3:00	6:00	8:00		12:00	
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.										
Parent/Legal Guardian Activities		In partnership with the campus Parent Support Specialist & Family Resource Center three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE					Program Year							
Center Operations Schedule (one per center)					2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	227901175	Widen Elementary School, 5605 Nucklos Crossing, Austin, TX 78744 (512)414-2556				K-5	70	35				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/2021		12/17/2021		13						
Spring Term		01/18/2022		05/20/2022		16						
Summer Term		05/30/2022		06/23/2022		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00		12:00	
Tuesday			3:00	6:00			3:00	6:00	8:00		12:00	
Wednesday			3:00	6:00			3:00	6:00	8:00		12:00	
Thursday			3:00	6:00			3:00	6:00	8:00		12:00	
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.										
Parent/Legal Guardian Activities		In partnership with the campus Parent Support Specialist & Family Resource Center three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE					Program Year							
Center Operations Schedule (one per center)					2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	227901144	Wooten Elementary School, 1406 Dale Street, Austin, TX 78757 (512)414-2315			K-5	70	35					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/2021		12/17/2021		13						
Spring Term		01/18/2022		05/20/2022		16						
Summer Term		05/30/2022		06/23/2022		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00		12:00	
Tuesday			3:00	6:00			3:00	6:00	8:00		12:00	
Wednesday			3:00	6:00			3:00	6:00	8:00		12:00	
Thursday			3:00	6:00			3:00	6:00	8:00		12:00	
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Up to four SUMMER educational field trips in alignment the center needs assessment and program activities will be allowed if: they are difficult to duplicate in a classroom situation, are supported by TEKS, are reasonable in cost, and are necessary for accomplish the objectives of ACE Austin.										
Parent/Legal Guardian Activities		In partnership with the campus Parent Support Specialist & Family Resource Center three types of activities will be offered on an ongoing basis: weekly parent workshops (examples: English as a Second Language, Adult Basis Literacy, Parenting), weekly family fun workshops (examples: cooking, writing, crafting), monthly family events (STEM, Art, SEL Nights).										



Partnership Agreement Memorandum of Understanding

ACE Austin and 4-H CAPITAL

ACE Austin, AISD and 4-H CAPITAL, Travis County are entering into this agreement for the purpose of providing out-of-school time programming at Brown ES, Langford ES, Oak Springs ES, Rodriguez ES, Widen ES, and Wooten ES for the 2021-2022 school year, pending funding from the 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 grant. ACE Austin, AISD and 4-H CAPITAL share the goal of providing academic enrichment targeted to students needs in order to increase academic outcomes and overall student success. This partnership is mutually beneficial and expands the capacity of partners to achieve shared goals, increasing the scope and/or quality of services that could be provided without this partnership.

Goals of the Partnership

- **Improve academic performance** in Science in Math through TEKS aligned, hands-on afterschool clubs including, but not limited to: makerspaces, school gardens, outdoor and agricultural classrooms.
- **Improve Social Emotional Learning skills** by embedding lesson plans with strategies to increase self-management, self-awareness, social awareness, relationship skills, and responsible decision making.
- **Improve school-day attendance** by embedding lesson plans with strategies for student engagement and “youth voice and choice” in alignment with Weikart’s Youth Program Quality (YPQ) standards.
- **Increase community access to high-quality academic enrichment by:**
 - Offering school-day enrichment for students through the Americorps grant;
 - Hosting free community-wide events to engage families;
 - Expanding out-of-school-time activities to include Fridays;
 - Committing to sustainability after the grant ends.

ACE Austin, Austin ISD agrees to:

- Provide a frontline orientation to staff on ACE Austin’s philosophies, policies and procedures;
- Provide partners with an up to date needs assessment, logic model, and program schedule each term;
- Conduct and provide feedback from observations using the ACE Austin Quality Observation Checklist;
- Communicate with students, parents, and campus leadership to gain buy in and strengthen alignment;
- Establish a designated location (classroom, library, etc.) that is conducive the activity/club;

4-H CAPITAL agrees to:

- Provide out of school opportunities on the days and hours agreed upon with the campus;
- Participate in the ACE Austin Community Advisory Council three times per year;
- Develop lesson plans that are aligned with campus needs, TEKS, and ACE Austin’s philosophies;
- Allow ACE Austin participants and families to attend community events or activities;
- Allow ACE Austin staff to participate in professional development opportunities as they arise;
- Plan and implement ongoing training and professional development for its instructors;
- Provide a substitute instructor in the case of an absence;
- Adhere to district and state background check and fingerprinting requirements;

Mutual Agreements:

- Both parties agree to inform one another when there are proposed changes in services offered;
- Both parties will collaborate on progress monitoring and plans for sustaining the program should funding change or end;
- Each party will comply with all applicable laws and regulations protecting the confidentiality of its participants;
- Both parties will comply with the guidelines and requirements as outlined by TEA in the Texas 21st Century Learning Centers Grant;
- A party receiving services or utilizing the other party's facilities shall not incur any financial obligation to the party providing such services or facilities;
- Neither party assumes any liability for the acts or omissions of the other and each party shall carry such insurance as is customary and appropriate for its operations;
- Failure to meet any of the above standards may result in termination of services.

Agreed:

DocuSigned by:
Dr. Gloria Williams
81FC622D0C274F7...

Dr. Gloria L. Williams, Executive Director
Austin Independent School District
Department of School, Family, and Community Ed

12/21/2020

Date

DocuSigned by:
Alicia Ford
24BB21EECEB04BB...

Alicia Ford, County Extension Agent
Travis County
4-H CAPITAL & Urdan Youth Development

12/21/2020

Date

DS SD DS YJ DS YG



Partnership Agreement Memorandum of Understanding

ACE Austin and Creative Action

ACE Austin, AISD and Creative Action are entering into this agreement for the purpose of providing out-of-school time programming at Bedichek MS, Dobie MS, Martin MS, Mendez MS, Brown ES, Langford ES, Oak Springs ES, Rodriguez ES, Widen ES, and Wooten ES for the 2021-2022 school year, pending funding from the 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 grant. ACE Austin, AISD and Creative Action share the goal of providing academic enrichment targeted to students needs in order to increase academic outcomes and overall student success. This partnership is mutually beneficial and expands the capacity of partners to achieve shared goals, increasing the scope and/or quality of services that could be provided without this partnership.

Goals of the Partnership

- **Improve academic performance** in Reading and Writing through TEKS aligned, hands-on afterschool clubs including, but not limited to: theater and performing arts, visual arts, and digital media and film.
- **Improve Social Emotional Learning skills** by embedding lesson plans with strategies to increase self-management, self-awareness, social awareness, relationship skills, and responsible decision making.
- **Improve school-day attendance** by embedding lesson plans with strategies for student engagement and “youth voice and choice” in alignment with Weikart’s Youth Program Quality (YPQ) standards.
- **Increase community access to high-quality academic enrichment** by:
 - Offering professional development and school-day enrichment for students through the AISD Creative Learning Initiative;
 - Hosting free community-wide events to engage families;
 - Expanding out-of-school-time activities to include middle schools;
 - Committing to sustainability after the grant ends.

ACE Austin, Austin ISD agrees to:

- Provide a frontline orientation to staff on ACE Austin’s philosophies, policies and procedures;
- Provide partners with an up to date needs assessment, logic model, and program schedule each term;
- Conduct and provide feedback from observations using the ACE Austin Quality Observation Checklist;
- Communicate with students, parents, and campus leadership to gain buy in and strengthen alignment;
- Establish a designated location (classroom, library, etc.) that is conducive to the activity/club.

Creative Action agrees to:

- Provide out of school opportunities on the days and hours agreed upon with the campus;
- Participate in the ACE Austin Community Advisory Council three times per year;
- Develop lesson plans that are aligned with campus needs, TEKS, and ACE Austin’s philosophies;
- Allow ACE Austin participants and families to attend community events or activities.
- Allow ACE Austin staff to participate in professional development opportunities as they arise;
- Plan and implement ongoing training and professional development for its instructors;
- Provide a substitute instructor in the case of an absence;
- Adhere to district and state background check and fingerprinting requirements.

Mutual Agreements:

- Both parties agree to inform one another when there are proposed changes in services offered;
- Both parties will collaborate on progress monitoring and plans for sustaining the program should funding change or end;
- Each party will comply with all applicable laws and regulations protecting the confidentiality of its participants;
- Both parties will comply with the guidelines and requirements as outlined by TEA in the Texas 21st Century Learning Centers Grant;
- A party receiving services or utilizing the other party's facilities shall not incur any financial obligation to the party providing such services or facilities;
- Neither party assumes any liability for the acts or omissions of the other and each party shall carry such insurance as is customary and appropriate for its operations;
- Failure to meet any of the above standards may result in termination of services.

Agreed:

DocuSigned by:
Dr. Gloria Williams
81EC022D9C27AE7

Dr. Gloria L. Williams, Executive Director
Austin Independent School District
Department of School, Family, and Community Ed

12/21/2020

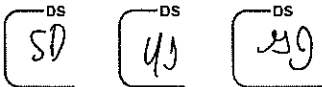
Date

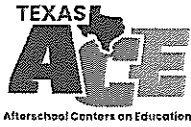
DocuSigned by:
Sarah Rinner
676FF44D602D4D5...

Sarah Rinner, Chief Program Officer
Creative Action

12/18/2020

Date





Partnership Agreement Memorandum of Understanding

ACE Austin and Verde Leaders

ACE Austin, AISD and Verde Leaders, 4TX Foundation are entering into this agreement for the purpose of providing out-of-school time programming at Dobie MS for the 2021-2022 school year, pending funding from the 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 grant. ACE Austin, AISD and Verde Leaders, 4TX Foundation share the goal of providing academic enrichment targeted to students needs in order to increase academic outcomes and overall student success. This partnership is mutually beneficial and expands the capacity of partners to achieve shared goals, increasing the scope and/or quality of services that could be provided without this partnership.

Goals of the Partnership

- **Improve academic performance** in all subject areas through mentorships and small group sessions with Social Workers designed to help identify and mitigate barriers to academic success; and through soccer programs designed to build 21st century skills like communication and collaboration.
- **Improve Social Emotional Learning skills** by embedding lesson plans with strategies to increase self-management, self-awareness, social awareness, relationship skills, and responsible decision making.
- **Improve school-day attendance** by embedding lesson plans with strategies for student engagement and “youth voice and choice” in alignment with Weikart’s Youth Program Quality (YPQ) standards.
- **Increase community access to high-quality academic enrichment by:**
 - Offering mentorship sessions during the school-day for students through the 4ATX Foundation;
 - Hosting free community-wide events to engage families;
 - Expanding out-of-school-time activities to one additional middle school each grant year;
 - Committing to sustainability after the grant ends.

ACE Austin, Austin ISD agrees to:

- Provide a frontline orientation to staff on ACE Austin’s philosophies, policies and procedures;
- Provide partners with an up to date needs assessment, logic model, and program schedule each term;
- Conduct and provide feedback from observations using the ACE Austin Quality Observation Checklist;
- Communicate with students, parents, and campus leadership to gain buy in and strengthen alignment;
- Establish a designated location (classroom, library, etc.) that is conducive the activity/club;

Verde Leaders agrees to:

- Provide out of school opportunities on the days and hours agreed upon with the campus;
- Participate in the ACE Austin Community Advisory Council three times per year;
- Develop lesson plans that are aligned with campus needs, TEKS, and ACE Austin’s philosophies;
- Allow ACE Austin participants and families to attend community events or activities;
- Allow ACE Austin staff to participate in professional development opportunities as they arise;
- Plan and implement ongoing training and professional development for its instructors;
- Provide a substitute instructor in the case of an absence;
- Adhere to district and state background check and fingerprinting requirements;

Mutual Agreements:

- Both parties agree to inform one another when there are proposed changes in services offered;
- Both parties will collaborate on progress monitoring and plans for sustaining the program should funding change or end;
- Each party will comply with all applicable laws and regulations protecting the confidentiality of its participants;
- Both parties will comply with the guidelines and requirements as outlined by TEA in the Texas 21st Century Learning Centers Grant;
- A party receiving services or utilizing the other party's facilities shall not incur any financial obligation to the party providing such services or facilities;
- Neither party assumes any liability for the acts or omissions of the other and each party shall carry such insurance as is customary and appropriate for its operations;
- Failure to meet any of the above standards may result in termination of services.

Agreed:

DocuSigned by:
Dr. Gloria Williams
81EC022D9C274E7

Dr. Gloria L. Williams, Executive Director
Austin Independent School District
Department of School, Family, and Community Ed

12/22/2020

Date

DocuSigned by:
Eric Hagen
B0138BCFCAA241B...

Eric Hagen, Secretary and General Counsel
4ATX Foundation

12/21/2020

Date

