



**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 07, 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:** permitted for this grant

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Digitally signed by Ryan Dolibois Date: 2021.01.21 17:15:59 -06'00' Date

Grant Writer Name Signature Digitally signed by Ryan Dolibois Date: 2021.01.21 17:16:20 -06'00' Date

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

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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
The 4 Houston charters in this SSA serve a LOW-INCOME, HIGH-NEED student population that is 95.5% students of color, 89.9% economically disadvantaged, 22.9% English learners, and 13.8% Special Needs--all higher %s than TX. These students are MOST IN NEED.	4 growing Houston charter schools--A+ Unlimited Potential (A+ UP, 5-9), Bloom Academy (K-5), Etoile Academy (5-8), and fiscal agent Yellowstone College Prep (5-12)--will collaborate to bring "4 ACEs" to 270 HIGH-NEED students (270 charter; 30 private) who do not have access to high-quality after-school programming that supports their academic, social, and emotional development.
A+ Unlimited Potential and Yellowstone College Prep are both implementing COMPREHENSIVE SUPPORT AND IMPROVEMENT activities. Serving these campuses is a PRIORITY of the Texas ACE 21st CCLC program.	"Four ACEs" will serve at least 100 students from schools with a COMPREHENSIVE rating each year of the grant period. All 4 schools will direct grant funds to intensive academic remediation sessions, supported by strong parent/family involvement so as to increase student success across the program.
All 4 charters aim to involve more parents/caregivers and families in the education and ongoing support of their HIGH-NEED students. Each campus is in need of additional resources to reach more parents and families more consistently, with coordinated programs.	The Family Engagement Specialist will serve parents and families at all "4 ACEs" schools. Activities will include Family Math and Reading Nights, sessions on social-emotional support and development and health and nutrition, connections to community-based resources for families in need, and education on how to help children prepare for high school and college in the face of a pandemic.

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 the end of the first program year:
 --A+ UP: 70% Approaches/45% Meets/15% Masters STAAR reading and math
 --Bloom: 70% Approaches/50% Meets/20% Masters STAAR reading and math
 --Etoile: 80% Approaches/50% Meets/20% Masters STAAR reading and math
 --Yellowstone: 70% Approaches/25% Meets/10% Masters STAAR reading and math.

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

By the end of the first program quarter:
 --At least 50% of students at each respective school are on track to meet the annual SMART goal in reading; and
 --At least 50% of students at each respective school are on track to meet the annual SMART goal in math.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second program quarter:
 --At least 60% of students at each respective school are on track to meet the annual SMART goal in reading; and
 --At least 60% of students at each respective school are on track to meet the annual SMART goal in math.

Third-Quarter Benchmark

By the end of the third program quarter:
 --At least 75% of students at each respective school are on track to meet the annual SMART goal in reading; and
 --At least 75% of students at each respective school are on track to meet the annual SMART goal in math.

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.

The "4 ACEs" Project Director (PD), based at Yellowstone College Preparatory (fiscal agent), will work with each Site Coordinator (SC) and the campus Principals/Heads of School to coordinate data collection, data entry, and program modification based on analysis of benchmark results. In addition to QUANTITATIVE data needed to show progress toward SMART goals (STAAR and STEP data), the PD will monitor program enrollment, school-day and after-school program attendance, trends in behavior and discipline, improvements in family involvement in each school and in the "4 ACEs" program, and retention of students in the program over time. QUALITATIVE data from student and parent "voice and choice" surveys regarding program offerings, session evaluations, overall program satisfaction, and pre- and post-session program surveys of impact and effectiveness. The PD will also visit each site at least twice weekly to observe each SC, monitor program implementation to ensure overall quality, and troubleshoot issues as they arise. Using all of the data noted above, the PD will provide just-in-time professional development to the Family Engagement Specialist (FES) and SCs, and the entire team of program staff (PD, FES, and 4 SCs) will use the data to set future program goals and targets. The PD will communicate with the FES and SCs DAILY, and the Project Team will meet WEEKLY. The PD will work with TEA and Texas ACE program advisors to make sure the overall program meets quality standards at all times.

Weekly monitoring will alert the Project Team if benchmarks or summative SMART goals are not showing sufficient progress. The twice-weekly presence of the PD on each Center site will provide almost immediate support to SCs, teachers, and project partners directly and to individual students as appropriate. The FES will work with each SC to identify struggling students who are at risk or in need of additional supports, coordinate parent-teacher conferences to ascertain underlying concerns and direct families to additional resources, create individualized student learning plans to target and address specific weaknesses for identified students, and implement a strategic approach to home visits as appropriate. Each school will establish additional safeguards appropriate to their educational plans.

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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.

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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.
 - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
 - b. 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.
 - c. 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. The core Project Planning Team was comprised of the head of each Houston charter (Superintendent, Executive Director, Founder/Head of School, etc.). Each member met with a representative group from their respective schools, including instructional supervisors/academic leaders, school operations staff, teachers (including teacher advisory councils), parents, and selected students during late November and December 2020 and early January 2021 to determine and refine programming and related funding needs based on district and campus improvement plans, school and community economics and demographics, student achievement gaps, campus needs and assets, and current parent involvement. Each Team member also chose project partners commensurate with their campus's needs and shared their school's feedback so the Planning Team could identify program efficiencies (ex: having certain partners serve multiple Centers, standardizing a slate of enrichment offerings. etc.). Each school team estimated number or percent of students who would likely participate and gave input on programming to shape how this 21st CCLC program would allow their school to achieve its stated goals. The Team agreed that the Project Director will update the initial assessment by surveying all students and parents at each "4 ACEs" Centers twice a year to obtain ongoing feedback on after-school programming.

B. RESULTS, INCLUDING THE STUDENT POPULATION DEEMED "MOST IN NEED". The 785 students currently enrolled at the 4 charter schools are collectively 89.9% economically disadvantaged and 22.9% ELL, as compared with students across the state, which are 60.2% econ disadv and 20.3% ELL, respectively. A+ UP and Yellowstone College Preparatory are both COMPREHESIVE SUPPORT AND IMPROVEMENT (CSI) campuses; students at these schools require additional academic resources and family support to succeed, which this 21st CCLC program will provide. The average at-risk population across all 4 charter campuses is approximately 41.7%. The "4 ACEs" Planning Team estimates and has budgeted for 300 students and at least 150 families as regular participants (attending 45+ days/year). This is 30% of the total current enrollment.

C. PLAN FOR ASSESSING AND RECRUITING STUDENTS MOST IN NEED AND ADDRESSING NEEDS OF WORKING FAMILIES Historically, most of these schools' students will be the first in their families to attend college. These students' families have few financial, social, or academic resources for college preparation and success outside of the supports each charter individually can provide. Program RECRUITMENT will target students MOST IN NEED, including those needing remediation, in danger of failing, or with recent academic failures, as determined by each school's internal data tracking systems. The "4 ACEs" Project Management Team (Project Director/PD, Family Engagement Specialist/FES, and 4 Site Coordinators/SCs) will work with school and program staff to assign each student to tutorials, homework assistance, and other targeted academic support activities by content area as the initial assessment of student data supports. The Team will use results from diagnostic, benchmark, and actual tests, progress reports, weekly formative assessments and report cards, along with input from teachers at each campus to determine individualized placements. The 4 SCs will be responsible for recruiting and enrolling the targeted number of participating students at their site and ensuring a variety of engaging programming to maintain their regular (45+ days) participation throughout the program year. The Project Director will ensure all SCs know and understand the overall program objectives and will support them in making a programming plan to achieve the objectives at their campus. Weekly Project Management Team meetings will feature data collection and analysis to track progress toward achieving all objectives and program goals and to make a plan in the event that benchmark data does not show pr. TO ADDRESS THE NEEDS OF WORKING FAMILIES, the FES and SCs will review parent survey data and schedule family engagement activities based on feedback about optimal times/days including weekends and later evening times and will provide transportation to field trip locations for students and parents as appropriate to the field lesson activities.

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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.

The proposed design of this 21st CCLC program, known internally as "4 ACEs" will enroll at least 270 students from four Houston charter schools serving a HIGH-NEED student population. The collaborative design will positively impact this set of measures at the grant and center levels by extending each school's academic initiatives for 555 additional hours (435 hours during fall and spring and 120 hours during summer), which is the equivalent of more than 375 EXTRA DAYS (or more than TWO YEARS) of instruction over the life of the grant for each school.

The SMART goals listed under each of the 5 MEASURES OF EFFECTIVENESS describe the estimated impact of the program over time over regularly participating students. These measures and targets align with each charter's district-wide goals, which are ambitious, yet achievable, given each school's focus on serving STUDENTS MOST IN NEED with the same level of high-quality curriculum and rigorous, TEKS-aligned academic standards in the after-school program as they employ during the school day.

- 1) GROWTH IN STATE ASSESSMENT (by the end of the first program year):
 - a) A+ UP: 70% Approaches/45% Meets/15% Masters STAAR reading and math
 - b) Bloom: 70% Approaches/50% Meets/20% Masters STAAR reading and math
 - c) Etoile: 80% Approaches/50% Meets/20% Masters STAAR reading and math
 - d) Yellowstone: 70% Approaches/25% Meets/10% Masters STAAR reading and math.
- 2) IMPROVED GPA: a) At least 90% of participating students will pass all classes (be on track for grade-level promotion)
- 3) INCREASED SCHOOL DAY ATTENDANCE: a) At least 85% of the targeted number of students attend the program for 45 days or more (fall, spring); b) At least 75% of the targeted number of students attend the program for 12+ summer days; and c) At least 65% of students attend the entire day of scheduled programming (fall, spring, summer).
- 4) IMPROVED SCHOOL DAY BEHAVIOR: a) At least 85% of program students have 3 or fewer school-day disciplinary incidents in a program year; b) Each school shows a measurable decrease in disciplinary incidents over baseline data from the prior school year. DON'T KNOW IF 4a = THE BEST LANGUAGE or #s. PLEASE ADVISE.
- 5) INCREASED STUDENT ENGAGEMENT IN LEARNING: a) All participating schools will have a 90% or higher persistence rate (students enrolled year over year at their home school); b) Student surveys will reflect that at least 80% of participating students are excited about, look forward to, and enjoy their after-school program offerings.

"4 ACEs" will use the Quality Assurance Process (QAP) to collect data and review Quality Assurance Monitors' feedback on quality criteria such as "School day staff and ACE staff regularly coordinate to align the program with school day instruction" (Campus and Program Engagement); "The center analyzes data to identify trends in daily attendance" (Student Recruitment and Attendance); "The center routinely provides oversight and constructive feedback on lesson planning, instructional delivery, and academic support services" (Intentional Activities); and "Family engagement activities target identified family needs and preferences and support the academic needs of students" (Family Engagement) to determine where the 21st CCLC program is on the Stages of Practice rubric (Compliant-->Implementing-->Progressing-->Optimizing).

The "4 ACEs" Project Director will conduct its local evaluation at the center level and will submit either a grantee-level executive summary or center-level executive summaries to TEA on an annual basis (to be determined by the Project Management Team in consultation with TEA). The PD, in consultation with both the original Project Planning Team and each school leader will also complete a comprehensive annual evaluation report as required and will make the report available to each school to share with their learning communities to assist parents, families, community members, and project partners in understanding program results. Each school will also share data and evaluation results via faculty meetings, advisory council meetings, and board meetings.

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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.

OVERALL APPROACH AND THEME: "4 ACEs" isn't just the 21st CCLC program name. It also represents the four-prongs (or 4 "As") the Project Planning Team deemed necessary for a comprehensive 21st CCLC program design: --1) ACADEMIC supports and enrichment: The academic assistance portions of "4 ACEs" will mirror schools' own research-based academic intervention programs to the extent possible. Each student group will range from 4-5 students to a maximum of 15 students, depending on skill level and objective area addressed. Student progress as a result of interventions provided in the after-school program will be monitored in the same way they are during the school day (same assessment schedule, assessment instruments, and data disaggregation practices), and students will make use of the same materials in order to accelerate their progress. "4 ACEs" funding will supply additional resources to extend interventions for more time or increased dosage.

--2) An additional ARRAY of services, programs, and activities (art, music, dance, health, nutrition, gardening, technology education, sports, games, etc.), customized to each Center based on input from students and parents;

--3) ALL families of students served by each Center invited to participate (Family Math and Reading Nights, connections to community-based resources for families in need, and education on how to help children prepare for high school and college in the face of a pandemic); parents and families will be surveyed at least twice annually to ascertain their suggestions for programming, stated needs, and satisfaction with/perception of program success.

--4) ACCESS to alternative ways of learning (activities that build social and emotional self-awareness and resiliency, volunteer/service learning, etc.).

All 4 program sites will schedule activities for parents and students in each of these four domains.

STUDENT NEED AND PROGRAM INTEGRATION: The 4 Houston charters in this SSA serve a LOW-INCOME, HIGH-NEED student population that is 95.5% students of color, 89.9% economically disadvantaged, 22.9% English learners, and 13.8% Special Needs--all higher %s than the state of TX. These students are MOST IN NEED. Each charter school will extend their academic programming into the after-school and summer time, aligning curriculum resources including Lexia and iStation (reading), DreamBox and LearnZillion (math), STEMscopes (science), and others. Each SC will be hired from within each charter in order to insure familiarity with the school day and curricula.

OVERSIGHT/MONITORING/ASSESSMENT: The "4 ACEs" Project Director will ensure activities address students' SOCIAL AND EMOTIONAL SKILLS DEVELOPMENT, are engaging for students and are also customized to each center's learning community by directing Site Coordinators to gather data through STUDENT VOICE AND CHOICE instruments and to collect related input throughout the program year and from satisfaction surveys administered to students, parents, teachers, partners, program volunteers, and district and school leaders at the end of the program year. Several schools currently administer annual or biannual surveys to parents and will solicit input regarding program implementation and satisfaction in upcoming surveys to maximize efficiencies for this process. "4 ACEs" will also comply with all required needs assessment updates as specified by TEA and Texas ACE. The Project Management Team described on page 9 will ENSURE THE GOALS AND OBJECTIVES of student activities (see page 6) ARE MET AT EACH CENTER. Please also see #7 on page 3 for more detail on program evaluation.

Furthermore, the "4 ACEs" program's standards-aligned academic instruction and enrichment programming will be adapted to meet individual student needs (including at-risk students and those served by ELL and Special Education programs) in the following ways: Adhere to students' existing Individual Education Plans (IEPs)—example: read instructions aloud; allow extra time on task, provide 1:1 support, etc.; Use computer-based adaptive learning programs (Accelerated Reader Zone, online tutoring and test prep, etc.); Vary instructional settings to maximum student engagement (classrooms for tutorials; playground space or gym for sports and other active events; gardens and other outdoor spaces for hands-on STEM learning; community-based locations near each school for service learning projects); and Vary types of activities by day and session (academic assistance for first 45 minutes; enrichment activities for 2nd 45-minute session; family engagement activities for 3rd 45-minute session; and to facilitate parent involvement while integrating with safe transportation home/student pick-up; selected Saturdays for intensive academic supports, fine arts practices and performances, and longer family fun sessions).

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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

Each school included in this "4 ACEs" program has submitted its list of preferred partners, each chosen to PROVIDE NEW SERVICES TO STUDENTS NOT PREVIOUSLY SERVED or to EXPAND ACCESS TO HIGH-QUALITY SERVICES TO MORE STUDENTS. Please see attached LETTERS OF PARTNERSHIP. No signed MOUs are provided as the charter schools included cannot enter into MOU agreements without prior board approval and after notice of funding.

"4 ACEs" is submitting letters of partnership from Connect YMCA and Workshop Houston. Partnerships with the two other intended service providers will be formalized upon receipt of NOGA. For each partnership noted below, schools will provide space for activities on each campus as appropriate to the offerings and according to the MOU. To achieve the program's stated objectives and to support sustainability of the program over time, Yellowstone College Preparatory (as the fiscal agent and home base for the Project Director) will take the lead in ensuring all MOUs between charters and partners are properly developed, executed, and faithfully implemented.

--YMCA OF GREATER HOUSTON/CONNECT YMCA (<https://www.ymcahouston.org/>): Will provide active learning opportunities that support academic achievement, foster health and wellness, instill positive social emotional learning, and create opportunities for youth and families to belong and connect.

--WORKSHOP HOUSTON (<https://www.workshophouston.org/>): Workshop Houston offers innovative youth development programs through four studio/classrooms: the Beat Shop (music production), the Discovery Shop (computer programming and robotics), the Scholar Shop (academic enrichment), and the Style Shop (fashion and graphic design.)

--BE A CHAMPION (<https://bachamp.org/>): Be A Champion, Inc. offers customized programs that consist of enrichment and academics, servicing grades K-12. "4 ACEs" will contract with Be A Champion for the following--

- Champion Fuel Food Program: Nutritious snacks and meals for students participating in enrichment programs;
- Educational Service: Resources for high-quality after-school programs, enrichment programs, and academic performance improvement programs for Texas youth; and
- Little Coogs: Events for youth that provide exposure to a college campus and a game-day experience, supported by generous contributions from sponsors and alumni of The University of Houston.

--SHAPE COMMUNITY CENTER (<https://www.shape.org/>): SHAPE provides life skills, cultural, recreational, homework assistance and academic enrichment activities for school-aged children (5-15) Mondays through Fridays, August through May. Nutritious snacks are provided daily. Cultural enrichment is offered at various community sites. Community service projects, field trips and outings are offered every Friday. Weekly parent sessions are held to strengthen parent skills.

Without these partnerships or funding from TEA's 21st CCLC initiative, the four charters included here would be unable to offer the proposed scope and quality of programming on its own for students during out of school time at this level of intensity, duration, and dosage.

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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.

"Making Out-of-School-Time Matter (Bodilly, et. al, 2005) notes nine factors associated with quality program provision: (1) a clear mission; (2) high expectations and positive social norms expected of participants; (3) a safe and healthy environment; (4) a supportive emotional climate; (5) a small total enrollment; (6) stable, trained personnel; (7) appropriate content and pedagogy, relative to the children’s needs and the program’s mission, with opportunities to engage; (8) integrated family and community partners; and (9) frequent assessments. The design of "4 ACEs" includes all nine of these evidence-based practices, which will collectively complement and enhance academic performance, achievement, postsecondary preparation, and positive youth development of all students.

Three of the "4 ACEs" are still-growing charter schools, adding a grade/yr. By the end of the grant period, Bloom will serve students in grades K-5; Etoile, grades 5-8; and Yellowstone, grades 5-12. A+ UP serves students in grades 6-8. As 3 of these 4 schools include middle grades, the Project Planning Team stayed alert for research-based best practices that will impact middle school students in particular. A prior study of a 21st CCLC program that surveyed middle school youth indicated that best practices for all grade levels may be particularly important at the middle school level—that the academic component should be targeted directly to student needs, the program should regularly monitor and encourage attendance, and that the enrichment activities should be engaging and reflect participant interest. (Dynarski et al., 2004). "4 ACEs" has been designed to solicit and respond to student "voice and choice" in order to maximize student participation each program year. These are key to "4 ACEs".

A specific program to note, regarding impact on behavioral outcomes is Trust-based Relational Intervention® (TBRI), which A+ UP implements. TBRI is listed as a promising intervention in the area of Parent Training Programs that Address Behavior Problems in Children & Adolescents. A study by Purvis, et. al. (2015) of TBRI implementation in an elementary school found an 18% decrease in incident reports and 23% decrease in the number of office referrals for the top ten most frequently referred students following TBRI implementation in an elementary school with an at-risk student population.

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.

STUDENT TRANSITION AND TRANSPORTATION/PICK-UP: Since the majority of program activities will be offered at the students’ home campuses of record, they will not have to be transported to an alternate site. Other activities such as local college/university tours will take place on those sites. At the end of each school day, students will leave their regular classroom and go directly to the cafeteria (or other appointed area) to check in for the "4 ACEs" program, where they will be given a healthy snack and will proceed with their teacher to the location of their first program session. Students will transition in an orderly manner, supervised by program staff (teachers and contractors/partners), to subsequent sessions, and teachers will take attendance as appropriate (unless students travel as a whole group). At the end of each after-school program day, students will leave their assigned activity and go directly to the appointed area to check out. Bus riders will report to the bus loading area where their transportation home will be coordinated. [A+ UP will provide Metro (city) bus passes. Bloom will not provide bus transportation. Etoile and Yellowstone will provide bus transportation.] Students not approved to bike or walk home will be picked up by an authorized adult who maintains the proper documentation (a driver’s license or other official photo ID). All students will check in and out daily via preprinted rosters with names of students enrolled in "4 ACEs" to expedite attendance tracking.

STUDENT SUPERVISION: School administrators, teachers, and Site Coordinators will monitor the check-in/check-out, student walker, parent drop-off/pickup, and bus procedures at each campus during program hours to ensure all students arrive and leave campus in a safe, orderly, and supervised manner with the support of an experienced transportation team. Site Coordinators will remain on their respective campuses until the last student has been safely transported or picked up by an authorized parent or guardian. Likewise, the Project Director, will remain at a program site until all Site Coordinators communicate that their program has closed and that no students remain.

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 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.

"4 ACEs" staff will distribute recruitment information in English and in Spanish via weekly fliers and newsletters, campus/district websites, announcements made during parent meetings, emails and texts to parents/caregivers who have opted in to these services (via campus communication and notification systems such as DOJO and Remind), and each school's Facebook page.

Information to share the program's success will be disseminated at the schools' faculty and board meetings, at weekly Project Management Team meetings, through parent newsletters (in English and Spanish, sent electronically and on paper), campus/district websites, through announcements made during parent meetings, and through each individual school's newsletters, text and video messages, and social media channels.

A+ UP and Yellowstone have long hosted regular site visits from other interested parties regarding the success of their various programs. In addition to making the "4 ACEs" program structure and findings available to the public through regular reports, these sites will be open to pre-arranged tours (limited during COVID) to show interested districts or other after-school providers the "4 ACEs" model first-hand in the interest of transparency and contribution to the field. Program staff will also share information via program trainings and meetings with TEA and Texas ACE staff.

Each school's Superintendent/Director will also share the success of the program with the Board of Directors at their regularly scheduled meetings and with their school-based teacher advisory councils, as appropriate. Information on the activities offered at each Center will be posted at Open House events and at Report Card Pickup Nights, which provide an opportunity for parents to meet with teachers, including staff of the 21st CCLC program. These events will align with program hours and provide an additional family engagement opportunity.

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.

Fiscal agent Yellowstone College Preparatory, on behalf of all of the "4 ACEs" schools, IS APPLYING FOR PROGRAM PRIORITY 1 - PROGRAM INTEGRATION and the ASSOCIATED PRIORITY POINTS.

A+ Unlimited Potential (A+ UP) and Yellowstone College Preparatory are both implementing COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) strategies and activities. Serving these campuses is a PRIORITY of the Texas ACE 21st CCLC program. Each school leader will work with the Project Director to coordinate the efficient use of associated CSI school improvement funding; local, per-pupil funding; grants from the state; and federal Title funds in the operation of granted programs, thereby ensuring that grant funds will be integrated with school improvement funds to increase instructional delivery specifically designed to meet the individual need of each student.

Additionally, individual schools elect to direct a portion of other funding, such as Compensatory Education, Special Education, or Bilingual Education dollars, in support of specific programs targeted to qualifying students or purposes. These local academic and support initiatives and their budgets will also be coordinated with 21st CCLC funding to ensure cost efficiencies overall.

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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.

Each charter school included in this application works with their respective Finance, Academics, School Operations, and Human Resources Departments to coordinate the efficient use of local, per-pupil funding, grants from the state, and federal Title funds in the operation of granted programs. The "4 ACEs" Project Director will lead efforts to identify additional funding sources and to maximize state and local allotments over the next 5 years so that the program can be sustained, expanded, and continued after the TEA funding period ends. Additionally, each school will review the availability of discretionary funds to support program continuation during their respective annual budget processes.

Examples of funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, federal (USDE) grants, state (TEA) competitive grants, state (TEA) formula funding, per-pupil regular (ADA) funding, weighted ADA (WADA) funding, and potential philanthropic support.

Additionally, resources provided by this 21st CCLC grant, such as program staff training and development, technology, and nonconsumable curriculum materials will continue to exist in the schools for which they are acquired for several years of useful life after program funding ends. Every effort will be made to carefully steward these resources to prolong their use and availability for future program offerings. The Project Director, supported by the Family Engagement Specialist and each Site Coordinator, will use accurate and current program attendance and satisfaction data to determine which 21st CCLC activities are most popular and which have the most significant impact on improving student academic performance. That data will drive key decisions on which offerings to prioritize for sustainability and continuation after grant funding ends.

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)

"4 ACEs" program staff will collaborate with school leaders to identify interested volunteers from several locations and sources around each school's learning community. Sources of volunteers include parents, students' adult family members, college students, and program partners (SHAPE Community Center, Workshop Houston, and others).

In collaboration with the Project Director's and TEA's set protocols, each Site Coordinator will screen interested individuals who wish to serve as volunteers for "4 ACEs". This will be a standard program policy, and it is in the best interest and safety of the students. All volunteers who will work directly with students will be required to submit to a background check to ensure that they are not a threat to students.

Once screened and approved, all volunteers will receive the appropriate training (sexual harassment, safety, first aid, etc.) as determined by the "4 ACEs" Project Director. Further guidance and preparation for volunteers working specifically with children in this 21st CCLC program will be designed and presented by the Project Director and Site Coordinators and updated annually as needed.

Fiscal agent, Yellowstone College Preparatory, assures TEA that volunteers who have access to student data will do so in compliance with FERPA, the Family Education Rights and Privacy Act. In addition, the person must demonstrate subject matter or program-area competency, experience, and expertise in working with people, whether student or adult.

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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.

The Texas ACE Quality Assurance Process includes the following Student Recruitment & Attendance Quality Criteria: The center identifies and recruits students most in need of services; The center analyzes data to identify trends in daily attendance (% of the targeted number of students attending the program for 45+ days and % attending the entire day of programming). (Texas ACE Blueprint, page 11, Appendix 2). Overall student attendance SMART goals for the first year of "4 ACEs" are: 1) At least 85% of the targeted number of students attend the program for 45 days or more (fall, spring); 2) At least 75% of the targeted number of students attend the program for 12+ summer days; and 3) At least 65% of students attend the entire day of scheduled programming (fall, spring, summer). In summer, we are maximizing dosage due to extended hours of programming, which opens up opportunity for deeper exploration of the TEKS by employing multiple learning modalities, involved project-based learning activities, targeted field lessons, and experiential learning programs.

The "4 ACEs" Project Planning Team has budgeted for 300 high-need students (270, charters; 30 PNP) to attend at least 45 days of after-school programming each grant year. Project staff, in consultation with Texas ACE staff, will draw from established best practices to RECRUIT and retain students in the program over time. Staff at each school site will communicate with GRADE LEVEL TEAMS to target students who have failed or nearly failed state assessments, have a history of absences, or have recently been involved in disciplinary incidents; with PARENTS/ CAREGIVERS via formal and informal channels; and with STUDENTS to explain program offerings, structures, schedules, opportunities, benefits, and incentives/rewards and to garner support for student and family participation. To further support retention, teachers, project partners, and Site Coordinators within each school community will recognize and celebrate improvements in attendance, behavior, and academic performance on a monthly basis (and, annually, promotion rates) as further incentive for students to remain involved in program activities.

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.

Two of the four schools, A+ UP and Yellowstone College Prep, have successfully implemented large grant awards in the past. Lessons learned from these well-executed projects, together with the center-level needs assessments undertaken for Cycle 11 of the 21st CCLC program, informed the schedules for center operations as detailed in Attachment 1 as well as the corresponding staffing and budget plans. PROGRAM HOURS--FALL and SPRING: All Centers will operate 5 days/week and 15 hours/week for 29 weeks (435 hours). PROGRAM HOURS--SUMMER: All Centers will operate 6 hours/day, 4 days/week, for 5 weeks (120 hours). TOTAL per calendar year: 555 hours (as required)—equivalent to >75 additional days of instruction. Some Centers will implement Saturday program hours as part of this required minimum schedule.

The "4 ACEs" Project Director will be hired/designated by Yellowstone College Preparatory, with approval from all charter leaders, thereby ensuring that 21st Century programming, staffing, policies, procedures, and all operations are in full alignment with the school-day initiatives described on page 7. This is the foundation for meeting the MEASURES OF EFFECTIVENESS, SMART goals, and student service targets stated throughout this proposal. Likewise, the hiring/designation of each Site Coordinator (SC) will be approved by the school Principal at that site in consultation with the Project Director (PD) to ensure 1) the SC is a fit for the school culture; and 2) the seamless integration of school and district operations with program implementation. The Project Management Team--PD, 4 SCs, and Family Engagement Specialist (FES) as supported by staff from other key departments--will communicate weekly to share best practices and keep implementation of "4 ACEs" progressing along the Quality Assurance Program Stages of Practice rubric from Implementing to Optimizing. Multiple levels of OVERSIGHT (district leaders, Principals, PD, SCs), FEEDBACK (student and parent surveys, schools' advisory councils), and SUPPORT (TEA, Texas ACE monitors and Blueprint, project partners) will provide necessary structures for success.

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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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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	<input type="text" value="270"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="30"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="300"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="939,730"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="329,400"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="610,330"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="2,034"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="4,068"/>

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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.	Pay for full-time Project Director, Family Engagement Specialist, and 4 Site Coordinators	\$270,000
2.	Extra-duty pay for professional and paraprofessional staff to work in the program	\$316,300
3.	Additional custodial support for project implementation	\$10,200
4.	Fringe--22% of subtotal of lines 1-3 (\$596,500)	\$131,230
5.		

Professional and Contracted Services

6.	Outside service providers (ex: dance, music, art, professional development, etc.)--all Centers	\$88,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	General supplies/materials for recruitment and operations (includes tech for PD, FES, SCs)	\$29,000
12.	Academic support supplies and materials - all content areas, all Centers	\$27,000
13.	Enrichment/non-academic supplies and materials--all Centers	\$27,000
14.	Parent/family engagement supplies and materials--all Centers	\$27,000

Other Operating Costs

15.	Travel for project staff to attend all required grant trainings and staff mileage reimbursements	\$4,000
16.	Travel for project staff to attend at least 1 after-school training, conference, or workshop/yr.	\$4,000
17.	Buses for field lessons, trips to nearby colleges/universities, other program events/activities	\$6,000

Capital Outlay

18.	NONE REQUESTED	0
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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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	101875001	Bloom Academy Charter School (fiscal agent) 3129 Southmore Blvd, Houston, TX 77004 346.333.1320 Contact: Courtney Sales, Founder and Head of School csales@bloomacademy.org 346.333.1320	0	K-5	70	35
2	101871102	A+ Unlimited Potential (A+ UP) 2410 Hamilton St, Houston, TX 77004 713.955.7557 Contact: Paul Castro, Superintendent 713.204.3837	0	6-8	30	15
2	101872001	Etoile Academy Charter School 6648 Hornwood Dr, Houston, TX 77074 713.995.1612 Contact: Kayleigh Columbero, Lead Founder and Superintendent kcolombero@etoileacademy.org 713.265.8657	0	5-8	70	35
4	101873001	Yellowstone College Preparatory (fiscal agent) 3000 Trulley St, Houston, TX 77004 713.741.8000 Contact: Ryan Dolibois, Executive Director rdolibois@yellowstoneschools.org 713.817.5291	0	5-12	100	50
5						
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)						Program Year 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	101875001	Bloom Academy Charter School 3129 Southmore Blvd, Houston, TX 77004 346.333.1320 Contact: Courtney Sales, Founder and Head of School csales@bloomacademy.org 346.333.1320				K-5	70	35				
Feeder	NA	NA				NA						
Feeder	NA	NA				NA						
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>		NA		NA		0						
Fall Term		09/06/21		12/10/21		13						
Spring Term		01/10/22		05/06/22		16						
Summer Term		06/06/22		07/08/22		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			4:00	7:00			4:00	7:00	8:30			2:30
Tuesday			4:00	7:00			4:00	7:00	8:30			2:30
Wednesday			4:00	7:00			4:00	7:00	8:30			2:30
Thursday			4:00	7:00			4:00	7:00	8:30			2:30
Friday			4:00	7:00			4:00	7:00	8:30			2:30
Saturday			4:00	7:00			4:00	7:00	8:30			2:30
Sunday			4:00	7:00			4:00	7:00	8:30			2:30
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Selected Saturday events; Field trips to colleges and universities, museums, and other cultural and educational venues; Remote learning as necessary to address COVID-19 concerns.											
Parent/Legal Guardian Activities	Input and feedback via surveys to establish program offerings; academic support activities; family engagement nights; Family Math, Science, and Reading Nights; nutrition and wellness; computer literacy; college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.											

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 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	101871102	A+ Unlimited Potential (A+ UP) 2410 Hamilton St, Houston, TX 77004 713.955.7557					6-8	30	15				
Feeder	NA	NA					NA						
Feeder	NA	NA					NA						
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>				NA			NA			0			
Fall Term				09/06/21			12/10/21			13			
Spring Term				01/10/22			05/06/22			16			
Summer Term				06/06/22			07/08/22			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			4:00	7:00			4:00	7:00	8:30			2:30	
Tuesday			4:00	7:00			4:00	7:00	8:30			2:30	
Wednesday			4:00	7:00			4:00	7:00	8:30			2:30	
Thursday			4:00	7:00			4:00	7:00	8:30			2:30	
Friday			4:00	7:00			4:00	7:00	8:30			2:30	
Saturday			4:00	7:00			4:00	7:00	8:30			2:30	
Sunday			4:00	7:00			4:00	7:00	8:30			2:30	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	NA												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Selected Saturday events; Field trips to colleges and universities, museums, and other cultural and educational venues; Remote learning as necessary to address COVID-19 concerns.												
Parent/Legal Guardian Activities	Input and feedback via surveys to establish program offerings; academic support activities; family engagement nights; Family Math, Science, and Reading Nights; nutrition and wellness; computer literacy; college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.												

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 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	101872001	Etoile Academy Charter School 6648 Hornwood Dr, Houston, TX 77074 - 713.995.1612					5-8	70	XXX				
Feeder	NA	NA					NA						
Feeder	NA	NA					NA						
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>		NA			NA			0					
Fall Term		09/06/21			12/10/21			13					
Spring Term		01/10/22			05/06/22			16					
Summer Term		06/06/22			07/08/22			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			4:00	7:00			4:00	7:00	8:30			2:30	
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Saturday			4:00	7:00			4:00	7:00	8:30			2:30	
Sunday			4:00	7:00			4:00	7:00	8:30			2:30	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	NA												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Selected Saturday events; Field trips to colleges and universities, museums, and other cultural and educational venues; Remote learning as necessary to address COVID-19 concerns.												
Parent/Legal Guardian Activities	Input and feedback via surveys to establish program offerings; academic support activities; family engagement nights; Family Math, Science, and Reading Nights; nutrition and wellness; computer literacy; college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.												

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	101873001	Yellowstone College Preparatory 3000 Trulley St, Houston, TX 77004 - 713.741.8000					5-12	100	50				
Feeder	NA	NA					NA						
Feeder	NA	NA					NA						
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>			NA			NA			0				
Fall Term			09/06/21			12/10/21			13				
Spring Term			01/10/22			05/06/22			16				
Summer Term			06/06/22			07/08/22			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			4:00	7:00			4:00	7:00	8:30			2:30	
Tuesday			4:00	7:00			4:00	7:00	8:30			2:30	
Wednesday			4:00	7:00			4:00	7:00	8:30			2:30	
Thursday			4:00	7:00			4:00	7:00	8:30			2:30	
Friday			4:00	7:00			4:00	7:00	8:30			2:30	
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	NA												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Selected Saturday events; Field trips to colleges and universities, museums, and other cultural and educational venues; Remote learning as necessary to address COVID-19 concerns.												
Parent/Legal Guardian Activities	Input and feedback via surveys to establish program offerings; academic support activities; family engagement nights; Family Math, Science, and Reading Nights; nutrition and wellness; computer literacy; college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.												



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

Connect YMCA
6700 Bellaire, Houston, TX 77074
713-346-241-5337

January 15, 2021

Kayleigh Colombero, Founder/Superintendent
Étoile Academy
6648 Hornwood Dr.
Houston, Texas 77074

Dear Kayleigh,

The Connect YMCA is excited about your 21st Century grant application to request funding for After School Enrichment programming at Étoile Academy.

We are committed to programs that strengthen community and youth development that allow access to structured youth programming for students. Étoile Academy's desire to expand programming for more students is necessary for academic achievement and future success in life. Funding to assist students in after school programming allows for more positive engagement among student peers, family, and community which supports our mission and certainly addresses critical needs within the Sharpstown-Gulfton community.

Our mission is to put Judeo-Christian principles into practice through programs that build healthy spirit, mind, and body for all. Everyone is welcome. We have been collaborating with Étoile Academy through Connect Community for the past 2 years and are prepared to continue to partner and provide high quality youth enrichment programs that focus on youth civic engagement, health, wellness, social and emotional learning. During the grant term, we firmly commit to Étoile Academy and their desire to address social inequities among students in the Sharpstown-Gulfton community. With our partnership we hope to continue to expand school year and summer youth enrichment, youth sports, swim lessons, outdoor adventure camps, and family support services.

Good Luck on your grant application and we look forward to continue working with you and your staff. If you have any questions, don't hesitate to call me at 713-380-0191.

Sincerely,

Shaun McCowen

Community Director – Connect YMCA

LETTER OF SUPPORT

This Letter of Support between A+UP dba A+ Unlimited Potential, 2410 Hamilton St., Houston, TX 77004, a non-profit 501(c)3 organization that operates and manages a Texas public charter school through a contract with the Texas Education Agency.

AND

Workshop Houston
3615 Sauer Street
Houston, Texas 77004

MISSION, PURPOSE AND SCOPE:

This letter is in no way a legally enforceable contract between the aforementioned parties. This is strictly for planning and informational purposes. The mission of the after school program is to partner with other non-profit organizations in order to enrich the K-12 program, which will function at the campus location of the charter school.

This letter is intended for the purposes of fulfilling the requirements and expectations of the Nita M. Lowey 21st century Community Learning Centers, Cycle 11 Year 1 grant program, which focuses on an afterschool enrichment program. Both parties agree that this letter is only in effect if A+UP is approved and funded through the grant program.

Each organization agrees to function within the constraints of the law and within the constraints of each individual 501(c)3 organizational bylaws and purposes. This includes all requirements related to required criminal background checks and fingerprinting requirements for any individuals working directly with A+UP students.

GOALS AND RESPONSIBILITIES OF THE PROGRAM / PARTNERSHIP:

The goal of the program is to provide additional opportunities to enrich the lives of low-income students and families that participate in the afterschool program.

It is the desire of each party that this not be a formal agreement or indenture, but rather an agreement between parties to work together in such a manner that would promote a genuine atmosphere of collaboration in support of the grant and program goals and commitment to the well-being of students, as well as the well-being of all participants. Both parties agree to maintain a commitment to a safe environment. All parties shall govern themselves in accordance with the laws of the State of Texas.

Goals:

By partnering together, A+UP and Workshop Houston will provide training and information to parents to increase parent involvement in both at school and at home learning initiatives, which include, but are not limited to the following objectives:

- The importance of motivating students to learning and living positive character traits and academic achievement
- The importance of parents and families as a key component of a child's education
- Provide youth with creative, technical and educational resources that expand their opportunities and provide them with alternative definitions of success
- Help parents understand how to build positive character traits, including explicit instruction in character traits that align to the Texas Essential Knowledge and Skills
- Provide additional information to parents regarding their rights in a public school

FINANCIAL OBLIGATIONS:

This letter does not include any financial obligations and both parties agree that any financial obligations that may arise will be established and agreed upon in writing between both parties and signed solely between each representative as listed below and prior to any activities that would require such, prior to encumbering any expenditures. Additionally, in the event of any financial obligation or exchange of any money, additional provisions would apply.

AUTHORIZATION AND EXECUTION:

By signing this agreement, both parties acknowledge that this letter is for planning toward program goals and objectives and does not constitute a legally binding or enforceable agreement.

This agreement shall be signed by Paul Castro, superintendent of A+UP and Zach Moser, President and CEO of Motivated Learning and shall be effective as of the date of the grant award.



Paul Castro, Superintendent, A+UP

Jan 21, 2021

Date



Zach Moser, President and CEO, Workshop Houston

1/21/2021

Date