TEA Texas Education Agency

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 **07/01/2021** to **07/31/2022**   **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization: Region 13 Education Service Center

Campus name: ESC 13   CDN: 227950   Vendor ID: 1741590220   ESC: 13   DUNS: 042979604

Address: 5701 Springdale Rd.   City: Austin   ZIP: 78723   Phone: 512-919-5313

Primary Contact: Angie Rose   Email: angie.rose@esc13.txed.net   Phone: 512-919-5166

Secondary Contact: Leticia Serna   Email: leticia.serna@esc13.txed.net   Phone: 512-919-5236

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: Rich Elsasser   Title: Executive Dir.   Email: rich.elsasser@esc13.tx.ed.net

Phone: 512-919-5301   Signature: *Rich Elsasser*   Date: Jan 20, 2021

Grant Writer Name: Leticia Serna   Signature: *Leticia Serna* (Jan 19, 2021 10:59 CST)   Date: Jan 19, 2021

◉ Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.

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AR   JS   AF   SS   jl   RJ

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
In the 2019-20 school year, 62% of students failed to meet standards in all subjects. Specifically, 60% of students did not meet standards on the ELA STAAR test and 64% of students failed the math STAAR test. This is more than the state average by 12 points.	• Train staff on intentional activity design, differentiation strategies, and TEKS alignment, and the Strategic Tutoring method • Offer intensive and focused tutorials, homework assistance, and related enrichment learning activities to targeted students • Offer intensive summer camp training targeted to student needs • Conduct Parent University sessions on key concepts/test taking strategies
The attendance rates for partner LEAs are below state average and were exacerbated by COVID-19. This was especially true for the 71% of students in poverty, who had attendance rates up to 8 points below state avg.	• Train staff on truancy and dropout prevention • Site coordinators to serve on Response to Intervention (RtI) teams • Offer career exploration programs and high interest & interdisciplinary enrichment activities to increase student engagement • Conduct Parent University sessions on the importance of regular attendance
Classrooms often have more than 22 students. The behavior referral rate is up to 3% as measured by PEIMS data. There is no/ limited parent education to reduce adverse behavior. 60% of parents surveyed indicate a need for strategies to improve behavior.	• Train staff on wellness & student engagement strategies • Train staff on Kid-Grit, a nationally recognized character education & youth development curriculum • Offer one-on-one tutorials, homework assistance • Site coordinators to serve on RtI (Response to Intervention) and/or MTSS teams to coordinate efforts • Conduct Parent University classes on digital learning strategies and behavior management

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.

Based on a regional data analysis in Nov 2020, ESC 13 developed SMART goals to be met by May 2024: 1) 80% of ACE regular 4th-8th grade attendees will pass ELA & Math STAAR/EOC testing; 2) 85% of ACE regular 7th-8th & 10th-12th grade attendees with sub 3.0 GPA the previous year will demonstrate improved GPA; 3) ACE regular attendees with attendance rates at or below 90% will demonstrate an improvement in attendance compared to the previous year as measured by the average daily attendance rate; 4) The number of PEIMS reported in-school suspensions will decrease by 10% for regular ACE attendees; 5) Parents of ACE regular attendees will show increased involvement in student learning as measured by attendance records in family activities; 6) 95% of ACE Cycle 11 centers will score an "Progressing" or higher on 85% of the Quality indicators as measured by the QAP.

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

When awarded, ESC 13 will: • Notify constituents by press releases and social media • Post positions and recruit qualified job applicants • Post RFQs for all contracted positions • By August 1, 2021 complete an updated needs assessment • Identify and recruit targeted students • Create program structure, hierarchy and specific job duties for all personnel at all program sites • Review the activity and budget plan to ensure alignment with needs and SMART goals • Meet with all school boards to announce the project and solidify commitment to the project • By August 15, recruit targeted students and host parent meeting to stress importance of consistent attendance • Start ACE activities with targeted students by Sept 7, 2021 • Continuously check attendance records to ensure students are receiving effective program dosage • Implement the TEA Fall Qualitative Assessment Process (QAP)

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

• Report fall semester activities to TEA via TX21st data system • Continuously review and revise project plan to incorporate mid-course corrections based on data • In October 2021, begin evaluation focus group and stakeholder surveys to establish baseline qualitative and quantitative data • Begin program evaluation activities with external evaluator • Evaluate teachers and other program staff for effective learning practices • Provide professional development activities per project plan • Recruit additional teachers and project staff, as needed • Convene community advisory meetings and use feedback to inform project modifications • Begin STAAR testing preparation activities for targeted students and parents • In January 2022, begin discussions with campus administration and parents about summer program • Continuously review student performance and attendance data from the fall semester at district, campus and student levels • Develop action plan to implement the TEA Winter and Spring QAP

Third-Quarter Benchmark

• Continue program evaluation activities • Report spring semester activities to TEA via TX21st data system • By April 2022, finalize summer plan ensuring activities address current needs data and include high engagement activities that support learning • Identify and recruit students who are performing below grade level expectations for summer program • Hire high quality teachers and staff for the summer program • Provide professional development activities per project plan • Continue community advisory meetings and use feedback to inform project modifications • Analyze STAAR testing results and target activities for students who retest • Train parents on strategies to reduce summer learning loss • Meet with district and campus staff to plan for the 2022-2023 school year • Review student performance and attendance data from the spring semester at the district, campus and student level • Review TEA QAP feedback and implement findings with the evaluation findings into the grant continuous improvement process

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.

Objective evaluation feedback is critical for continuous quality improvement and for ongoing sustainability of the ACE program. The evaluation plan is an integral part of the proposed effective program management plan and determines the degree to which the tasks and activities conducted throughout the duration of the program have met the objectives and performance measures set forth in the application. The proposed evaluation model will show the progress in meeting the objectives and provides process and outcome data regarding activities, resources, and personnel in order to identify and correct deficiencies. Modifying the program early, based on evaluation data, will make a stronger case for future sustainability. The project director will perform monthly site visits at every Center and record observations using the nationally recognized evidence-based research from the New York State After-school Network (NYSAN) and state-level priorities aligned to the Texas ACE Blueprint and the Quality Assurance Process (QAP). These observations will include: 1) progress toward stated objectives; 2) overall effectiveness in meeting the goals and objectives of project; 3) results on participants, including parents; and 4) continuous improvement evaluations to seek out discrepancies between the plan and the reality and to develop modifications for improvement. If a center is not progressing toward achieving the SMART goal/s, the Project Director, Site Coordinator, district/campus leaders and other stakeholders will convene to troubleshoot the issue/s and create a plan of action to address the lack of progress. Focus groups with students, parents or teachers may be employed to help address barriers to goal achievement and sustainability. In addition to the QAP, ESC 13 will procure a qualified independent evaluator to write a year-end evaluation based on data collected from PIEMS, STARR testing, grades, interviews, and surveys. The external evaluator will have expertise in educational research program evaluation and will design a qualitative and quantitative data gathering process that allows precise measurement, including focus interviews with stakeholders and staff. A final end of year report, including feedback and guidance for each center, will summarize progress toward project SMART goals and will be shared with the ACE Task Force, campus/district leaders, and the public. This report will also include elements from the QAP and recommendations for sustainability.

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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) In November 2020, the ESC 13 School Improvement Team assessed regional school districts to identify those with the greatest academic and social needs. This included analyzing TEA and school district data, as well as past performance with 21st CCLC programs and interviews with superintendents. We then conducted site specific needs assessments for each Center chosen for the Cycle 11 ACE project. Documents reviewed during this process included TEA and campus performance data, as well as surveys conducted with students, parents, and staff. In addition, one-on-one meetings were held with campus leadership, partners, and community members to discuss local needs and strategies to address those needs.

B) Nine of the ten centers are serving students attending campuses identified in the 2019-20 TAPR for targeted support and improvement and one is a Focus School. ACE partner schools and their feeders will serve an 11% higher than average rate of economically disadvantaged students and almost 3,000 at-risk youth. A high percentage of families living in the area served by ACE fall below the poverty level with 65% percent of students at the ten centers receiving free or reduced lunch. Rural ACE communities struggle with high underemployment rates and a lack of resources. During the one-on-one meetings with district and community leadership, 100% of the districts noted that the challenges of COVID had dramatically and negatively affected learning gaps and behavior of the students. As a whole, the ten schools reported a 62% failure rate of all STAAR subjects, with a 60% failure rate in ELA and an average of a 64% rate of failure in Math, rising as high as 93% in some districts. Based on beginning of year assessments by TEA in July-October 2020, students experienced 3.2 months of instructional loss from COIVID closures, in addition to the typical 2.5 months of summer learning loss. Without exception, districts request additional support in ELA and Math. In addition, behavior referrals have been on the rise, increasing to as much as 3.5 %, more than doubling the state average of 1.5%. Schools also report a decline in family engagement because parents feel overwhelmed with work, life, and trying to keep up with their children's schoolwork. The students targeted for ACE activities will be those who require additional intensive assistance in ELA and Math, those who have the lowest attendance, and those who have the highest rates of behavior referrals. This project plans to serve at least 570 of those high need students at the ten ACE centers and two feeder schools. This represents almost 20% of the eligible students.

C) Research shows that students who attend 45 days or more and have high duration of participation are the ones who gain the most from ACE (Afterschool Alliance, 2014). Therefore, we will target and recruit the students in highest need of the services identified in the needs assessment and encourage them and their families to stay active in the ACE program for the entire year. In alliance with campus leadership, ACE staff will look at grade data and teacher recommendations for all ACE students every six weeks and adjust the students' ACE schedule accordingly. Students will move through the program, participating in the academic and enrichment activities that best support the area in which they need the most assistance. We will also reach out to ACE parents to stress the positive impact that family engagement has on the grades, attendance, and behavior of their children. Based on parent surveys completed in 2020, 83% of working families appreciate the homework help, intensive tutoring and STAAR test preparation, engaging enrichment activities, and meals that the ACE program offers. The ACE program will also offer adult activities to provide working families the opportunity to participate in job training and physical & social activities that best fit their busy schedules. These families' needs will be reassessed at least once a semester and activities can be adjusted based on any changes.

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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.

Key academic acceleration components of this project feature intensive academic tutoring, engaging and interdisciplinary academic enrichment, technology training, and extracurricular learning for targeted students and their family members. ACE programs at each center will offer high quality learning opportunities in a safe and secure environment to students who have been identified by their campus administration, teachers, or parents as needing additional academic or behavioral assistance. Each school will offer before-school learning time to provide academic assistance. During afterschool time, students will have a range of learning opportunities, including homework assistance, intensive tutoring in core academic areas, technology, fine arts, health/wellness, college and career exploration opportunities, and physical fitness. Each day, students will participate in a minimum of 90-120 minutes of academic and/or academic enrichment activities. These programs will be offered five days per week during the school year and no less than four days per week, for a minimum of six hours per day for five weeks in the summer program, with occasional special weekend and evening activities.

Based on the comprehensive needs assessment, ESC 13 developed the following SMART goals for this project:

1) By May 2024, 80% of ACE regular 4th – 8th grade attendees will pass ELA and Math portions of the STAAR/ EOC testing
2) By May 2024, 85% of ACE regular 7th – 8th and 10th – 12th grade attendees with sub 3.0 GPA the previous year will demonstrate improved GPA.
STRATEGIES to improve student academic performance and GPA: Core subject tutorials, homework assistance, hands-on academic enrichment activities, STAAR Boot Camp preparation sessions, parent information sessions, professional development on test taking coaching

3) By May 2024, ACE regular attendees with attendance rates at or below 90% will demonstrate an improvement in attendance compared to the previous year as measured by the average daily attendance rate.
STRATEGIES to improve attendance: High engagement enrichment activities that reflect student interest by engaging youth voice in program design, afterschool sports and social clubs based on student interest surveys, parent education on truancy and the importance of consistent attendance.

4) By May 2024, the number of PEIMS reported in-school suspensions will decrease by 10% for ACE regular attendees compared to the previous year.
STRATEGIES to improve behavioral referrals: Professional development on mental and behavioral health, interpersonal skills, and social engagement for staff and parents, high interest enrichment opportunities, small class sizes to increase positive relationships between students and teachers, mindfulness activities, partnership with community mental health providers to provide mental health wellness classes.

5) By May 2024, parents of ACE regular attendees will show increased involvement in student learning as measured by attendance records in family activities.
STRATEGIES to improve family engagement: Job training classes, activities that reflect adult interest per parent surveys, physical and social activities designed to be engaging to adults, student/adult activities to interest the whole family, parent training classes to help with theirs and their children's mental and physical health.

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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.

The centers will offer a variety of activities that will boost student learning and academic achievement. Each student in the program will have identified areas for improvement, as determined by the campus Response to Intervention (RtI) or Multi-Tiered System of Support (MTSS) team. This will ensure a strong alignment to the school day. These teams, which include campus and ACE staff, will recommend specific classes and activities created to promote mastery of TEKS objectives. The activities will vary at each center, based on the educational needs of the students enrolled in the program and the student voice in program design. Key strategies used at each center will include:
• Small group or one-on-one core subject tutorials facilitated by certified and experienced teachers
• Homework help sessions
• Computer-based learning
• Study skills training using the Strategic Tutoring model
• STAAR testing boot camps
• Access to technology and resources to complete school projects
• TEKS-aligned enrichment activities
• Family engagement activities
• College and career readiness activities
• STEAM enrichment activities
• Behavior/wellness learning activities provided by contractors such as Kid-Grit

BEFORE SCHOOL: Students will have an opportunity to complete homework assignments with help from school personnel. They will have access to the computer lab and/or library to finish assignments, and will use skill building computer programs. Campuses will offer morning tutorials for students who are not able to attend afterschool program services or who need additional support.

AFTER SCHOOL: Students will be specifically targeted for ACE based on need. Their program experience will be designed individually for them and will include a range of activities and offerings focused on co-curricular academics, completely aligned with the school-day. The activities will be intentionally designed and will include differentiation strategies to address diverse student needs. Every effort will be to make the activities interactive, exploratory, and hands-on and will include TEKS-aligned tutorials, homework assistance, and academic enrichment activities to reinforce school day curricular learning. In addition, students will have a range of TEKS aligned enrichment activities in which to participate, including arts, behavior/wellness learning, counseling groups, physical fitness, service learning, technology skill building, and career-oriented enrichment. Project and Site Coordinators will use established QAP and NYSAN tools to observe daily operations of each program activity at least once a month to ensure effectiveness, student engagement, and quality. Activities not meeting these standards will be adjusted. Students will have a voice in activity offerings through surveys and personal conversations.

PARENT ACTIVITIES: The programs and activities for family engagement will be tailored within the Parent University curriculum for each center, based on responses to parent surveys and the objectives in the campus and district improvement plans. These curricula will contain components that strengthen family, school, and community engagement, all of which are consistently linked with improved student academic outcomes.

SUMMER PROGRAM: The ACE summer program will focus on academic acceleration, hands-on learning, and TEKS-related skill building. Portions of the program will also include high-interest TEKS-aligned enrichment activities, like fine arts, physical fitness/wellness, in-depth service-learning programs, technology training and behavior/wellness learning learning opportunities.

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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

> ESC 13 and Austin Community College (ACC) are co-applicants in Cycle 11. This continues an effective partnership that began in 2011 with the goal of having students demonstrate college, career and military readiness by graduation. The co-applicants will be collaborating with the seven districts in this SSA to provide ACE services at the ten targeted campuses. As exemplified by the current partnership for Cycle 9 and 10, the co-applicants have a long-standing, multi-faceted relationship to provide a PK-16 continuum of education in the Central Texas region. ACC currently works with partner school districts to provide dual credit to high school students, college and career readiness presentations, financial aid workshops, workforce certification programs, adult education resources and summer programs for K-12 students and their parents. These services expand access to these high-quality services that are not normally available in these communities. These activities also contribute to achieving our objectives of improving the GPA and attendance of our students, as well as the participation of our families. ACC benefits from this partnership with an increased access to regional program participants. ESC 13 and ACC will provide administrative and leadership support for this collaboration, and will arrange and schedule meetings, webinars, and trainings, as well as ensuring that all administrative and statutory requirements are met. Together, they will provide trainings, professional development opportunities, and resource materials to program partners.
> ACC will also provide a full-time Family Engagement Specialist to serve all schools and communities in the collaboration, will provide evidence-based training to ACE staff to ensure effective parent training and adult education, will facilitate successful family engagement strategies at all sites, and will support and work collaboratively with the school-community in the partnership. Additionally, ACC will continue to provide their college preparation and readiness outreach resources and events as well as continuing education opportunities for families and resources directly to the school campuses. ACC will share college and career readiness information with campuses and will offer on-site continuing education courses or instructors for parents. These offerings will be a direct result of a needs assessments completed by parents and will help us achieve our goal of improving parent engagement. All local school districts will work with ACC for family engagement, college and career readiness activities, technology training, and secondary schools will work with ACC for workforce certification programs.
> Another planned partnership is with the YMCA, who will plan, staff, and deliver the enrichment portion of the summer program for two ACE centers and the feeder school in Rockdale, a rural school district with limited resources. The YMCA partnership will expand the access to services not normally available for Rockdale students, including swim lessons, STEAM activities, and sports clubs, while also allowing the YMCA to reach more families than they normally would. This will be a new partnership and it is still in development. A signed partnership agreement will not be available until spring of 2021; however, the YMCA has provided successful and high-quality summer activities for the ACE program for the past five years and has verbally committed to being a part of the leadership team and increasing their involvement in the ACE program for 2022. The YMCA and Rockdale ISD will also work together to build a foundation for sustainability for when the grant period ends.

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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.

ESC 13 schools will use the Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs developed in 2014 by the Texas Partnership for Out of School Time, which guided planning for this proposal and are based on national best practice data. ESC 13 centers will also use the Dual Capacity Framework, developed by Dr. Karen Mapp in 2013 for the US Department of Education, to guide family engagement strategies. Finally, the centers will rely heavily on the Texas ACE Blueprint and the QAP to guide how we measure performance and achievement. ESC 13 and ACC use the NYSAN Quality Assessment Tool to conduct observations, share feedback and identify areas for improved practices.

Research has identified attributes and characteristics of afterschool programs that successfully promote positive youth development (Smith, Witherspoon & Osgood, 2017) and academic achievement (Bennett, 2015). According to Larson & Ngo (2017), afterschool programs are effective, intentional learning environments when they are youth-centered, knowledge-centered and assessment-centered. Intentional Planning builds TEKS learning into enrichment activities. The Site Coordinator and faculty will create unit and lesson plans that incorporate these specific TEKS and learning goals into the student selected activities. Finally, each campus team will evaluate the effectiveness of these lessons as a part of continuous quality improvement.

The centers will offer a variety of activities that data show will boost student learning and academic achievement. Each student in the program will have identified areas for improvement, as determined by the campus Response to Intervention (RtI) or Multi-Tiered System of Support (MTSS) team. Students will participate in small group and one-on-one core subject tutorials, using study skills taught with the Strategic Tutoring model. They will have access to technology and resources to help complete school projects. They will receive additional help with homework assignments and strategies to improve test scores in STAAR testing boot camps. ACE students will also be able to participate in computer-based learning, TEKS-aligned enrichment activities, college/career readiness and STEAM enrichment activities, mental/behavior health and wellness learning, and family engagement activities.

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 six of the seven ACE school districts in this application are considered rural and encompass large geographic areas, as big as 300 square miles. Many of the students live outside of the city boundaries in trailer homes, colonias and other improvised housing structures. Many of these families have limited or unreliable transportation or may not have funds for gasoline. Some students can walk, ride bicycles or be picked up by a family member or carpool. However, the majority of students in these impoverished areas require transportation assistance to be able to attend the ACE program. Each school district has budgeted to transport students who could not otherwise attend the program. The districts will provide one-way transportation home during the fall and spring semesters and provide round-trip transportation during the summer programs. The goal of allocating these resources is to reduce barriers for program participation for the targeted students. Every student's registration form will designate the student's transportation plan (per instructions from the parent/guardian) and provide multiple adult contact numbers in case of a transportation problem. Each site coordinator will be responsible for arranging every student's safe travel to and from the center and home.

ACE centers will use three types of student travel:
1) Parent/guardian pick-up. Designated adults will be encouraged to pick-up their children from the program and/or to arrange for carpools, which will be registered with the site coordinator.
2) Walk/bicycle rider with parent permission slip. Children who walk or ride a bike home from the ACE program will be encouraged to walk with other students. Parent volunteers will be recruited to accompany groups of children who walk home.
3) Bussing on designated routes. Each site coordinator will work with district transportation personnel to design a bus plan for each campus. This will identify drop-off locations and students who require transportation home.

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.

In the planning process for this proposal, many community stakeholders, families and civic leaders have been informed of each district's intent to apply for 21st CCLC grant funds. Many of these individuals have been actively involved in the needs assessment process and identification of key strategies. They are eager to share information about the ACE program with the larger community. All communications will occur in both English and Spanish.

A timeline for communications activities for the first year of the ACE Cycle 11 Project:
• Receive grant award notification – May 2021
• Create and distribute press releases – July 2021
• Send notifications of grant award via Twitter and Facebook – July 2021
• Post yearly evaluation results on district websites – July 2021
• Create webpage and links on each district's website – August 2021
• Letters, phone calls and/or emails to families of targeted students – August 2021
• Host a resource table at back to school night events – August/September 2021
• Follow-up phone calls and meetings with families of targeted students – September 2021
• Distribute press releases for Lights On Afterschool events – September/October 2021
• Host open house events for Lights On Afterschool with invitations to civic leaders – October 2021
• Regular social media updates and event postings – October to December 2021
• Host an end of semester showcase of learning – December 2021
• Recruitment of targeted students not currently enrolled in the program – January/February 2022
• This process will repeat each year of the grant.

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.

Federal, state, and local programs will be combined or coordinated with the ACE program to supplement district efforts to increase academic performance levels, increase attendance rates, decrease behavioral referrals and increase parental involvement by using resources that facilitate learning and student support, like Core Academics, Special Education Services, Health/Nutrition Services, College and Career Readiness. Other funds to be leveraged include the following, which are per campus and per year:
• Local/state revenue to provide district and campus administrator time spent on implementing, managing and evaluating ACE program and personnel (~$8,000), facilities and overhead costs (~$16,000)
• Title I revenue will be used to pay for curriculum and tutoring during out of school time (~$3,000)
• Community Summer Food Service Program allowing ACE centers to be community feeding centers for all children.

PROGRAM PRIORITY ONE - PROGRAM INTEGRATION: ACE will also be integrating with the following initiatives to help us meet SMART goals #1 and #2 in Section 5. All program integration will be co-designed by the site coordinator and campus leadership to ensure services are supplemental and aligned to student needs.
• ADSY Summer Program is proven to reduce learning gaps in SPED populations and decrease the 2.5 months of "summer brain drain." ACE will provide staff to increase program hours to meet the needs of working families.
• AP Capstone Diploma program/dual-credit programs is proven to help low achieving students meet high academic standards. ACE will provide supplemental academic support for these students after school.
• Blended Learning Grant Program will provide a platform for teachers to analyze data gaps for each student in real-time to improve STAAR scores and increase academic achievement. ACE will provide funds to integrate Texas Home Learning 3.0 and Edgenuity school day remote instruction into afterschool academic enrichment activities.

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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.)

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.

ESC 13 will work collaboratively with ACC, YMCA, and other community resources such as Boys and Girls Club, Communities in Schools, and the Lion's Club to sustain the program after the grant award period. ESC 13 will use the Sustainability Planning Workbook developed by the Finance Project (Langford & Flynn, 2003) as a curriculum for building sustainability at the project, district, and center level.

YEAR 1 STRATEGIES:
• Develop a district-specific sustainability plan
• Engage community partners with similar goals and objectives
• Collaborate with local and regional media to educate the community and families

YEAR 2 STRATEGIES:
• Share Year 1 program and evaluation outcomes with all stakeholders
• Modify program activities to focus on the most effective strategies
• Increase community partners, volunteers and research funding alternatives
• Recruit and retain additional program volunteers

YEAR 3-5 STRATEGIES:
• Continue strategies from Years 1 and 2 as appropriate
• Partner with non-ACE funded stakeholders to solicit grants, foundation funds, and in-kind resources
• Create sliding scale fee structure for post-grant programming
• Prioritize program activities that are most effective and cost-efficient to continue
• Work with school boards, local government and civic organizations for post-grant resource commitment

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)

Each ACE center plans to engage parents, extended family, high school students and community members as volunteers in ACE activities and events. Requests for volunteers will be included in communications, press releases and marketing material distributed shortly after notification of the grant award. The Site Coordinators and district leaders will communicate with local news media and encourage volunteers to contact Site Coordinators to discuss their contribution to the program. Existing volunteers currently working with the ACE campuses will be invited to participate in the ACE Program.

Per state and local guidelines, all volunteers will undergo a criminal background check. Each district will use their local procedures to ensure that background checks are conducted in a timely manner and are reviewed prior to working with students. Each Site Coordinator or the district designee will be responsible for conducting volunteer orientations. The Project Director will provide training materials and PowerPoint slides for these orientation sessions, to ensure consistent information about the program and the expectations for volunteers.

Many of the family members of students will be recruited to support center service learning projects, collect materials, assist with the support and set up for club or special class programs. They will act as speakers or instructors to students or other family members on topics in which they are knowledgeable. Parents will be strongly encouraged to volunteer a minimum of four hours per semester in this program. Parent Interest Surveys will provide information for developing a successful volunteer program. Likewise, extended family members will be encouraged to volunteer to share their hobbies, career knowledge and assist paid staff in providing activities and events.

Site Coordinators will recruit volunteers from retired school employees to assist as educational coaches, homework helpers, service-learning partners and community mentors to increase student engagement to the school and community. Senior citizens will serve as guest speakers for service-learning projects that enhance both the community and the campus climate. These experienced volunteers will also be student reader partners and assist with gardening, campus beautification projects and other college and career topics.

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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.

For students to get the maximum benefit of the ACE program, they will need to actively participate in the program consistently to meet their personal learning goals. The minimum attendance target will be four days/week, for two hours/day in Fall/Spring and four hours/day in Summer. These expectations will be specified in the ACE Program Handbook and orientation meetings. It is critical that campus personnel and family members understand this expectation and support regular participation. The Family Engagement Specialist will support parent information about the ACE program in written, digital, and video format in both English and Spanish to make these expectations clear before enrolling students. High need eligible students will be recruited by campus leaders through the RtI or MTSS teams. Students can also be considered for the program by faculty or parent referral if there are extenuating circumstances that present a barrier to learning. These students will be referred to the Site Coordinator, who will meet with the student and their parent/family members. These meetings will be key in recruiting students and ensuring they remain ACE students for the entire year. Only then can they truly gain the benefit of the program.

SMART Goals for Year 1 Attendance and Dosage:

1) 80% of the students targeted for ACE services will be identified and recruited by August 15, 2021 (May 15, 2022 for summer) as evidenced by the number of completed student registration forms.
2) 80% of students targeted for ACE program services will meet the criteria for regular attendance for the fall/spring schedule and the summer program as defined by TEA by July 31, 2022 as evidenced by attendance records.
3) 75% of students enrolled in fall/spring ACE program services will attend at least four days/week and two hours/day by May 31, 2022 (6 hours/day for summer by July 31, 2022) as evidenced by attendance records.
4) By May 2024, ACE regular attendees with attendance rates at or below 90% will demonstrate an improvement in attendance compared to the previous year as measured by the average daily attendance rate.

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.

The ACE Leadership Team (ALT) met with district and campus staff and administrators to discuss campus and student level needs. All the centers have needs in terms of poverty, mobility, at-risk student behavior, and academic achievement gaps. The leadership team chose to focus on the needs that ACE is best equipped to address: test scores/GPA, attendance, and behavior. The center SMART goals were developed around those needs and activities are planned to meet those goals. Six out of the seven school districts in this grant are very rural, so resources are extremely limited. Nine of the ten centers are identified in the 2019-20 TAPR for targeted support and improvement and one is a Focus School. The ACE schools will serve an 11% higher than average rate of economically disadvantaged students and almost 3,000 at-risk youth.

Our operations schedule reflects our high academic needs with a morning homework help hour and after school activities focused on co-curricular academics, completely aligned with the school-day. We have planned for a student:teacher ratio of no more than 10:1 for these intensive academic activities, which will be intentionally designed and will include differentiation strategies to address diverse student needs. To encourage better attendance rates and lower behavior referrals, ACE students will also have a range of TEKS aligned, interactive enrichment activities in which to participate. These offerings are based on student surveys, giving them a voice in how their program is designed. With most centers rural, staffing will depend heavily on school-day teachers while contractors will provide many of our family engagement and summer programs. The budget reflects the planned program derived from the needs assessment. The ALT reviewed the budget to ensure that all costs were allowable, tied to project goals and objectives, and were reasonable given the scope and size of this project. Each center will update their needs assessment and use that to further inform and/or adjust their operations schedule, staffing, and budget plans. These plans will be developed with student goals in mind, while consistent Quality Assurance monitoring and evaluation by the Project Director and Site Coordinator will ensure that center-level quality is upheld.

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

RFA/SAS # | 701-21-102 | **2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1** | Page 12 of 15

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)

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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.	Project Director - 1	$71,441
2.	Family Engagement Specialist - 1	$53,510
3.	Site Coordinators - 10	$540,000
4.	Instructors (Certified Teachers, Para-Professionals)	$469,000
5.	Fringe	$245,002

Professional and Contracted Services

6.	Educational Contractors (Health & Fitness, Art, Technology, Family Engagement)	$147,390
7.	Evaluation Services	$12,000
8.	Other	$7,020
9.		
10.		

Supplies and Materials

11.	General Program Supplies	$41,700
12.		
13.		
14.		

Other Operating Costs

15.	Student Transportation Home	$60,000
16.	Approved Educational Field trips	$16,000
17.	Profesional Development & Local Travel	$26,400

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: $10,424

TOTAL GRANT AWARD REQUESTED: $1,699,887

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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

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

Center Operations Schedule

County-district number or vendor ID: 227950

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	014902001	Bartlett Independent School District, 404 Robinson, Bartlett, TX 76511 254-527-3353	0	PK-12	60	50
2	246911102	Main Street Intermediate School, 3101 N Main St Ste 105, Taylor, TX 76574 512-365-1091	0	4-5	50	50
3	246911041	Taylor Middle School, 304 Carlos Parker Blvd NW, Taylor, TX 76574 512-365-8591	0	6-8	50	50
4	105801001	Katherine Anne Porter School, 515 FM 2325, Wimberley, TX 78676 512-847-6867	0	9-12	50	50
5	166904103	Rockdale Intermediate School, 1388 US-79 Rockdale, TX 76567 512-430-6226	1	K-5	50	50
6	166904041	Rockdale Junior High School, 814 Bush Dale Rd, Rockdale, TX 76567 512-430-6072	0	6-8	40	50
7	227805101	Texas Empowerment Primary 6414 North Hampton Dr. Austin, TX 78723 512-928-0118	0	K-2	60	50
8	227805041	Texas Empowerment Secondary School, 3613 Bluestein Dr, Austin, TX 78721 512-494-1076	0	3-12	100	50
9	28902045	Lockhart Junior High School 500 City Line Road, Lockhart, TX 78644 512-398-0770	0	6-8	50	50
10	011904101	Smithville Elementary School, 800 Bishop St, Smithville, TX 78957 512-237-2406	1	K-5	60	50

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022

(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.

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	014902001	Bartlett Independent School District, 404 Robinson, Bartlett, TX 76511	PK-12	60	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	na	na	na
Fall Term	09/07/21	12/10/21	13
Spring Term	01/18/22	05/13/22	16
Summer Term	06/06/22	07/14/22	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	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00			2:00
Tuesday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00			2:00
Wednesday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00			2:00
Thursday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00			2:00
Friday	-----	-----	-----	-----	-----	-----	-----	-----	-----			-----
Saturday	10:00			1:00	10:00			1:00				
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Saturday activities will address reading, math, science, and social skills/social responsibilities to get ready for the new academic year. Students will be targets based on recommendation by campus administration.
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	246911102	Main Street Intermediate School 3101 N Main Street #105, Taylor TX 76574	4-5	50	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	08/02/21	08/05/21	1
Fall Term	08/23/21	12/03/21	14
Spring Term	01/18/22	05/06/22	15
Summer Term	05/31/22	06/23/22	4
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	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Tuesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Wednesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Thursday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Friday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	-----			-----
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	Boys and Girls Club of East Williamson County 2500 North Drive Taylor, TX, USA 76574
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start Week August 3-6, 2022: Jump Start activities will address reading, math, science, and social skills/social responsibilities to get ready for the new academic year. Students will be targets based on recommendation by campus administration.
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	246911041	Taylor Middle School 304 Carlos G Parker Blvd NW, Taylor, TX 76574	6-8	50	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	08/02/21	08/05/21	1
Fall Term	08/23/21	12/03/21	14
Spring Term	01/18/22	05/06/22	15
Summer Term	05/31/22	06/23/22	4
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	7:15	8:00	4:00	6:15	7:15	8:00	4:00	6:15	8:00			2:00
Tuesday	7:15	8:00	4:00	6:15	7:15	8:00	4:00	6:15	8:00			2:00
Wednesday	7:15	8:00	4:00	6:15	7:15	8:00	4:00	6:15	8:00			2:00
Thursday	7:15	8:00	4:00	6:15	7:15	8:00	4:00	6:15	8:00			2:00
Friday	7:15	8:00	4:00	6:15	7:15	8:00	4:00	6:15	-----			-----
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	Boys and Girls Club of East Williamson County 2500 North Drive Taylor, TX, USA 76574
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start Week August 3-6, 2022: Jump Start activities will address reading, math, science, and social skills/social responsibilities to get ready for the new academic year. Students will be targets based on recommendation by campus administration.
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022

(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.

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	105801001	Katherine Anne Porter School 515 FM 2325, Wimberley, TX 78676	9-12	50	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	08/09/21	08/19/21	2
Fall Term	09/07/21	12/10/21	13
Spring Term	01/18/22	05/13/22	16
Summer Term	05/31/22	06/16/22	3
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	7:30	8:30	3:30	5:30	7:30	8:30	3:30	5:30	8:30			2:30
Tuesday	7:30	8:30	3:30	5:30	7:30	8:30	3:30	5:30	8:30			2:30
Wednesday	7:30	8:30	3:30	5:30	7:30	8:30	3:30	5:30	8:30			2:30
Thursday	7:30	8:30	3:30	5:30	7:30	8:30	3:30	5:30	8:30			2:30
Friday	7:30	8:30	3:30	5:30	7:30	8:30	3:30	5:30	----			----
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start Weeks August 9-20, 2021: Jump Start activities will address reading, math, science, and social skills/social responsibilities to get ready for the new academic year. Students will be targets based on recommendation by campus administration.
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	166904103	Rockdale Intermediate School, 1388 US-79 Rockdale, TX 76567	3-5	50	50
Feeder	166904103	Rockdale Elementary School 625 W Belton Ave Rockdale, TX 76567	K-2		
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	08/03/21	08/06/21	1
Fall Term	08/23/21	12/03/21	14
Spring Term	01/18/22	05/06/22	15
Summer Term	05/31/22	06/23/22	4
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	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	Rockdale Elementary School 625 W Belton Ave Rockdale, TX 76567
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start Week August 3-6, 2022: Jump Start activities will address reading, math, science, and social skills/social responsibilities to get ready for the new academic year. Students will be targets based on recommendation by campus administration.
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

Center 6	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	166904041	Rockdale Junior High School 814 Bush Dale Rd, Rockdale, TX 76567	6-8	40	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	08/03/21	08/06/21	1
Fall Term	08/23/21	12/03/21	14
Spring Term	01/18/22	05/06/22	15
Summer Term	05/31/22	06/23/22	4
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	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	Rockdale Elementary School 625 W Belton Ave Rockdale, TX 76567
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start Week August 3-6, 2022: Jump Start activities will address reading, math, science, and social skills/social responsibilities to get ready for the new academic year. Students will be targets based on recommendation by campus administration.
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

Texas ACE **Center Operations Schedule (one per center)**		**Program Year 2021-2022**

(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.

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	227805101	Texas Empowerment Primary 6414 North Hampton Dr. Austin, TX 78723	K - 2	60	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	na	na	na
Fall Term	09/07/2021	12/10/2021	13
Spring Term	01/10/2022	05/20/2022	18
Summer Term	06/13/2022	07/21/2022	5
Total number of weeks:			36

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	7:15	8:00	3:15	5:30	7:15	8:00	3:15	5:30	8:00			2:00
Tuesday	7:15	8:00	3:15	5:30	7:15	8:00	3:15	5:30	8:00			2:00
Wednesday	7:15	8:00	3:15	5:30	7:15	8:00	3:15	5:30	8:00			2:00
Thursday	7:15	8:00	3:15	5:30	7:15	8:00	3:15	5:30	8:00			2:00
Friday	7:15	8:00	3:15	5:30	7:15	8:00	3:15	5:30	--------			------
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

Texas ACE **Center Operations Schedule (one per center)**		**Program Year 2021-2022**

(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.

Center 8	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	227805041	Texas Empowerment Secondary 3613 Bluestein Dr, Austin, TX 78721	3-12	100	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	na	na	na
Fall Term	09/07/2021	12/10/2021	13
Spring Term	01/10/2022	05/20/2022	18
Summer Term	06/13/2022	07/21/2022	5
Total number of weeks:			36

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	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			2:00
Tuesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			2:00
Wednesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			2:00
Thursday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			2:00
Friday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	--------			------
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022

(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.

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	28902045	Lockhart Junior High School 500 City Line Road, Lockhart, TX 78644 512-398-0770	6-8	50	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	na	na	na
Fall Term	09/07/21	12/17/21	14
Spring Term	01/04/22	04/22/22	15
Summer Term	06/06/22	07/14/22	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	7:45	8:35	4:20	6:30	7:45	8:35	4:20	6:30	9:00			3:00
Tuesday	7:45	8:35	4:20	6:30	7:45	8:35	4:20	6:30	9:00			3:00
Wednesday	7:45	8:35	4:20	6:30	7:45	8:35	4:20	6:30	9:00			3:00
Thursday	7:45	8:35	4:20	6:30	7:45	8:35	4:20	6:30	9:00			3:00
Friday	7:45	8:35	4:20	6:30	7:45	8:35	4:20	6:30	--------			------
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022

(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.

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	011904101	Smithville Elementary School 800 Bishop St, Smithville, TX 78957	1-5	60	50
Feeder	011904102	Brown Primary School 403 SW 4th Street, Smithville, TX 78957	K		
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	08/16/2021	08/19/2021	1
Fall Term	09/07/2021	12/10/2021	13
Spring Term	01/18/22	05/13/2022	16
Summer Term	05/31/2022	06/23/2022	4
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	6:30	7:30	3:30	5:30	6:30	7:30	3:30	5:30	8:00			2:00
Tuesday	6:30	7:30	3:30	5:30	6:30	7:30	3:30	5:30	8:00			2:00
Wednesday	6:30	7:30	3:30	5:30	6:30	7:30	3:30	5:30	8:00			2:00
Thursday	6:30	7:30	3:30	5:30	6:30	7:30	3:30	5:30	8:00			2:00
Friday	6:30	7:30	3:30	5:30	6:30	7:30	3:30	5:30	-----			-----
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start Week August 17-20, 2022: Jump Start activities will address reading, math, science, and social skills/social responsibilities to get ready for the new academic year. Students will be targets based on recommendation by campus administration.
Parent/Legal Guardian Activities	ESL, Parent Fitness, Parent Classes

21st Century Community Learning Center
Memorandum of Understanding

This MOU declares the intent of Educational Service Center (ESC) Region 13's 21st CCLC ACE Afterschool Program to submit the Texas 21st CCLC, Cycle 11 Grant in partnership with Austin Community College (ACC).

The partnership components are outlined as follows:

I. ESC 13 ACE Afterschool Program will coordinate with school sites to:

    a. Ensure that the afterschool program is;(1) included in the Campus Improvement Plan; (2) aligned with district and school initiatives; (3) and is integrated into the school culture;

    b. Identify and recruit students for participation based on need;

    c. Assign campus liaison to contribute to needs assessment, program design, ACE Community Advisory Council, and serve as academic liaison/advisor to the ACE program;

    d. Attend planning and review meetings as well as special events;

    e. Communicate with teachers and parents to gain support and buy-in;

    f. Assist with teacher recruitment;

    g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, etc.) are available for program implementation;

    h. Provide adequate office and storage space for the Site Director and program supplies

    i. Assist with interviews and make recommendations for Site Director; and

    j. Welcome the Site Director as part of the campus leadership team.

II. ACC agrees to:

    a. Develop curriculum and lessons that are aligned with ACE adult family member needs;

    b. Plan and implement ongoing training and professional development for its instructors; and

    c. Serve on the grant Project Leadership Team (PLT) to provide input and guidance for the proposed project.

III. It is mutually agreed that:

    a. Both parties will participate in the planning, development, and implementation of the proposed program, will provide support and guidance to create an ACE program specific needs assessment and ensure program alignment to the Quality Assurance Process and the Texas ACE Blueprint;

    b. Student progress will be assessed on an ongoing basis and curriculum revised accordingly to ensure advancement toward grant outcomes;

    c. Both parties will comply with the guidelines and requirements set forth by TEA in the Texas 21st Century Learning Centers Grant Program;

    d. Funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs; and

    e. The afterschool program will be aligned with the needs assessment, CIP, district and school initiatives, as well as integrated into the school culture.

Agreed:

_____
Richard M. Rhodes, Ph.D.
Chancellor
Austin Community College District

MEH
MEH

Dec 15, 2020
_____
Date

_____
Rich Elsasser
Executive Director
Education Service Center Region 13

Dec 15, 2020
_____
Date

JS   AF   SS   Jl   LS   RJ