



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 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): N/A

1. Applicant Information

Name of organization: After-School All-Stars North Texas
Campus name: After-School All-Stars NTX, Vendor ID: 95-4441208, ESC: 10, DUNS: 837280692
Address: 2902 Swiss Ave, City: Dallas, ZIP: 75204, Phone:
Primary Contact: Justin HENSLEY, Email: Justin.Hensley@afterschoolallstars.org, Phone: 806.334.0937
Secondary Contact: Diane Lee, Email: GRANTS@Afterschoolallstars.org, Phone: 202-559-4449

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):

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

Authorized Official Name: Justin Hensley, Title: Interim Executive, Email: Justin.Hensley@afterschoolallstars.org

Phone: 806.334.0937, Signature: Justin Hensley, Digitally signed by Justin Hensley, Date: 2021.01.12 15:16:00 -06'00', Date: []

Grant Writer Name: Diane Lee, Signature: Diane Lee, Digitally signed by Diane Lee, Date: 2021.01.12 11:37:21 -05'00', Date: []

[x] 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
Student ELA/Reading scores below state level of 48%	Provide academic support to support ELA/Reading classroom success: We take a multidisciplinary approach to improving academic performance, school day attendance, behavior, and on-time grade advancement through a combination of structured homework help, hands-on, informal STEM learning, social emotional learning, and HS readiness activities.
Mathematics scores below state level of 52%	Provide academic support to support math classroom success: We take a multidisciplinary approach to improving academic performance, school day attendance, behavior, and on-time grade advancement through a combination of structured homework help, hands-on, informal STEM learning, SEL & HS readiness.
Student Science scores below state level of 54%	Provide academic support to support science classroom success: We take a multidisciplinary approach to improving academic performance, school day attendance, behavior, and on-time grade advancement through a combination of structured homework help, hands-on, informal STEM learning, social emotional learning, and HS readiness activities.

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.

To establish community learning center(s) that align with school day learning and help 630 students in high-poverty, low-performing schools meet academic achievement standards through a broad array of services designed to complement the regular academic program with a focus on reading/language arts, math and science; and to offer families of students opportunities for educational development.

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

To meet the goal of increasing the percentage of students in Grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts, and science mathematics on state assessments our benchmark is: By end of first quarter, Recruit 25% of low opportunity students (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), grades 4-8 at each school site to reading/language arts and math/STEM academic enrichment programming; as determined by program attendance data.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

To meet the goal of providing enrichment programs that supplement regular academic programs our benchmark is: By end of second quarter, implement academic support programming and a broad array of enrichment activities including STEM, SEL, health and wellness, career exploration and visuals arts; as determined by program attendance data.

Third-Quarter Benchmark

To meet the goal of providing educational services for the families of participating students. By beginning of third quarter, Implement 3 quarterly family of students education workshops/events; as determined by event attendance data.

7. Project Evaluation and Modification

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

To verify and evaluate outcomes related to students' participation in ASAS' programming, we will administer pre-survey post-surveys to measure change in students' outcomes over time. The survey measures students' self-concept and self-efficacy, in addition to their progress in the specific program focus (Health and wellness programs; Academic Readiness; STEM Programming; Career Exploration Experiences; and Visual and Performing Arts) areas. The National Evaluation team compiles, cleans, and analyzes the data to provide actionable feedback to improve programs and flag areas of improvement to meet stated outcomes and tasks. ASAS also engages in data-sharing with school partners to obtain information on attendance, grade promotion, and behavioral referrals. Further, ASAS has developed a feedback loop system tied to our attendance tracking. We utilize Cityspan to collect data on dosage levels, demographic information, and attendance rates. Data will be analyzed on an aggregate level for youth and families, pulling trends and statistical information for quantitative figures. This data will interface with ASAS' internal data analysis and reporting systems. Based on this data, our program staff can quickly respond and adjust any programs as necessary to ensure task attainment. If benchmarks or summative SMART goals do not show progress, we use evaluation data to modify the program for sustainability by adjusting project timelines, enhancing enrollment activities, and/or adjusting curriculum implementation to ensure goals are met. In addition, ASAS strongly believes that evaluation culture should permeate an organization and inform data-driven, high-quality programming. Afterschool programs get better the more they assess themselves and make changes based on those assessments. To this end, ASAS is partnered with the David P. Weikart Center for Youth Program Quality to implement the Youth Program Quality Intervention (YPQI). The Weikart Center's youth development approach is based in positive youth development research, and the desire to create a safe, supportive, and productive environment for youth. Topics of assessment are focused on four domains: safe environment, supportive environment, interaction, and engagement. Finally, we will partner with Dallas ISD's Office of Evaluation and Assessment will collect and evaluate student-level data and an independent evaluator will facilitate the annual reporting process to TEA.

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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.

To determine need the ASAS team gathered and utilized data from a wide range of sources including: U.S. Census Bureau information; State educational attainment data; City/County neighborhood data, district and state student performance data, caregiver, and student surveys, and 2019 Texas Essential Knowledge and Skills or STAAR. The schools’ administration and teachers as well as the school district’s Extended Learning Opportunities Office were involved in determining the need for a 21st CCLC program through their involvement in the assessment.

Students most in need for each campus are Economically Disadvantaged 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. This includes those who failed to Meet Expectations in ELA/Reading, math and/or science, with schools’ student achievement scores between F 57-C79. Based on a review of data, approximately 630 students meet the need-based criteria. See below for each school’s demographics:

WILLIAM HAWLEY ATWELL LAW ACADEMY African American 69.0%, Hispanic 28.5%, Economically Disadvantaged 99.5%. Students to be served: 105; BILLY EARL DADE MIDDLE African American 66.2%, Hispanic 32.1%. Economically Disadvantaged 99.9%. Students to be served: 90; JOHN W CARPENTER EL African American 58.6%, Hispanic 37.8%, Economically Disadvantaged 95.8%. Students to be served: 60; TW BROWNE MIDDLE African American 43.7%, Hispanic 51.9%, Economically Disadvantaged 97.2%. Students to be served: 75; SARAH ZUMWALT MIDDLE African American 72.0%, Hispanic 23.7%, Economically Disadvantaged 99.0%. Students to be served: 60; WW BUSHMAN EL African American 62.6%, Hispanic 31.9%, Economically Disadvantaged 99.8%. Students to be served: 75; RONALD E MCNAIR EL African American 74.5%, Hispanic 18.5%, Economically Disadvantaged 97.8%. Students to be served: 90; PAUL L DUNBAR LEARNING CENTER African American 75.2%, Hispanic 20.9%, Economically Disadvantaged 97.7%. Students to be served: 75.

ASAS North Texas will promote the program to students via: 1) school’s website; 2) school newsletter; 3) take-home bulletin; 4) during homeroom, lunch, and assemblies; 5) emails sent to caregivers; 6) social media (e.g., Facebook, Twitter); 7) teacher referrals; 8) open houses; 9); and student-to-student recruitment. Caregivers and community partners will receive monthly project updates that provide general information about the program (e.g., activities, progress, etc.) which will be distributed via: 1) take-home monthly reports; 2) email; and 3) social media to ensure working families have access to program information. The project will target all students who are: 1) in need of remediation (scoring below proficiency in standardized tests) in reading, math and/or science as determined by teachers and guidance counselors; 2) at-risk of academic failure (currently scoring below proficiency); and 3) exhibiting behavioral, disciplinary, and/or attendance issues (as determined by disciplinary/attendance records). Teachers and guidance counselors will recommend students for participation based on: standardized test results; report cards; discipline and behavioral records; caregiver request; and as and as determined through Istation assessments and the students’ previous year’s state level assessment scores. To continually assess students most in need the leader-to-student ratio will be no more than 1:15.

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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.

Our program design uses proven models and practices to design a program that utilizes collaborative project-based learning as the backbone of our instructional model. To help students meet academic standards as defined by the measures of effectiveness, ASAS will offer one hour daily/five hours per week of homework help and tutoring as well as weekly Istation lessons. The goals of the ASAS Academic program are to:

- By end of each program year, ASASNTX participants proficiency rate in reading, math and science will be 10% higher than their school counterparts; according to publicly available data.
- By end of each program year, 70% of regular participants will demonstrate high levels of academic confidence, believing they can do well even if it is challenging; as determined by surveys.
- By end of each program year, regular participants will show less chronic absenteeism than their school counterparts by 10%; as determined by school sites attendance records.

1. Individualized Support in Core Subjects: standards-aligned instruction, small-group tutoring, and homework help are offered by our regular team. Extensive research has established that homework completion is strongly associated with high achievement (Cooper, Lindsey, Nye, & Greenhouse, 1998; Valle et al., 2016). ASAS teaches efficient study skills, allowing students to develop individual learning styles. We also works with students on socio-emotional development and leadership skills needed for success. A 2017 meta-analysis of 82 studies involving 100,000 students worldwide indicates SEL participants are 6% more likely to graduate from high school and 11% more likely to graduate from college (Taylor et al., 2017).

2. Career and College Exposure: connects academic work and the real world through field trips to colleges and work sites, informational interviews, resume workshops, and mentorships that help students define and pursue career goals. Research shows that students who develop long-term goals are more likely to remain focused and engaged in the classroom, which drives immediate academic improvement (Eccles and Wigfield, 2002). The career exploration component is designed to prepare students for the 21st century economy, supporting math and ELA improvement by:

A. Building STEM Skills: Research shows that open-ended, hands-on STEM lessons in an informal setting build engagement and career interest (Krishnamurthi et al., 2014). Early exposure is particularly important in encouraging students to pursue STEM careers (After-School Alliance 2015).

B. Mentoring and Career Awareness: ASAS will partner with local businesses to offer field trips where students conduct interviews and help facilitate career panels and roundtables with volunteers. Whenever possible, these professionals will have similar backgrounds to ASAS students, fostering interest and drive and enabling youth to envision themselves in these careers (Tai et al., 2006). Staff will continue to mentor students, as research demonstrates that a positive connection with a youth development worker is associated with a 67% reduction in high school dropout rates (America's Promise Alliance, 2014).

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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.

ASAS' academic readiness and enrichment programs will be implemented at all sites. In the event our services move online exclusively (COVID), we will offer comparable daily virtual programming. We have a multi-disciplinary approach to improving student academic performance, school day attendance, behavior, and on-time grade advancement through a combination of structured homework help and hands-on informal learning through STEM, social and emotional learning (SEL), and enrichments including career exploration, Health & Wellness, Visual & Performing Arts programs. To achieve the academic objectives we will provide 1 hour daily structured time for homework help during the school year in collaboration with school-day teachers hired as Program Leaders (PLs). ASAS' paraprofessional staff, called PLs, will provide homework help in a ratio of 1:15. Test prep will also be provided for students in advance of the STAAR standardized test. Implementation of Istation will provide additional support to students most in need. Istation's standards-based formative assessment and practice program provides ASAS with the tools and data to assess and monitor standards mastery everywhere learning occurs. During Istation lessons students will work on language arts, reading activities, and math to gain experience with the same types of items they will see on their state tests. Students at the CLCs will also engage in programming throughout the summer, allowing them to have 96 additional hours to make academic gains, combating summer learning loss.

Through connecting students with community leaders, mentors, and role models in the STEM sector, ASAS inspires students to consider pursuing STEM career paths. STEM classes include video game design, coding, DJ music production, robotics, digital photography/videography, and more. STEM activities will be offered at least two hours per week, scheduled for at least one semester at a time, and guided by a curriculum or well-designed lesson plans. ASAS implements RULER SEL curriculum lessons 60 minutes, twice a week. RULER is a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the PreK to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students. Family and home activities are also included. ASAS empowers families to support their children's education, as research shows that parental engagement encourages student achievement (Newman et al., 2000). Students whose parents were involved in school during their elementary years demonstrate lower high school drop out rates, are more likely to complete high school on time, and have higher grades (Barnard, 2004). We will offer families of students served quarterly opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

ASAS' signature high school readiness program, We Are Ready (WR), is offered 60 minutes, three days a week during the school year to teach effective ways to study, allowing students to determine what strategies work best for their individual learning styles. Topics frequently covered include test preparation, time management, and note-taking. When students feel prepared and know what they are doing in the school day, they are less likely to act out and more likely to want to come to school, thus increasing school day attendance and academic outcomes (Gettinger & Seibert, 2002).

To aid in recruitment/retention in programs we also provide enrichment programs that keep students coming back and engaged. Health & Wellness activities provide opportunities to learn leadership skills and discipline through sports; make healthy choices around food preparation and consumption, and actively participate in physical activity routines that keep students active and healthy. Visual & Performing Arts programs play a vital role in helping our youth self-express, gain confidence, build empathy, and explore social justice, race, and equity.

Program oversight to ensure quality includes the year-long YPQI process of assessment, planning, and improvement. Staff will be trained in best practices around communicating with school day teachers; explicitly teaching study skills (time management, organization, note taking, test prep, and use of reference materials); the utilization of homework planners to help students stay organized; and development of motivational strategies for youth to complete their homework. These strategies have all been found to have a positive effect on homework completion rates (Huang and Cho, 2009; Bryan and Sullivan-Burstein, 2004).

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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

We will recruit and utilize the resources of at least two community partners (not contractors) as documented by program reports that describe partners' meaningful contributions to annual program outcomes. ASAS' focus on building community partnerships is based on benefits seen first-hand and confirmed through research which indicates that partnerships can serve to strengthen or even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010).

ASAS' most significant community partners are the schools we serve. They provide the space for us to operate our programs, security guards to stay on through the duration of program hours, healthy meals through the federal nutrition program, and guidance and leadership in program development and implementation. ASAS works very closely with administrators and school day teachers at all sites, as they provide significant input into program design. Offerings at each school are tailored to address the exact needs of the community being served. We have a strong partnership with the school district's Extended Learning Opportunities Department (ELOD) who facilitate the coordination of campus resources to support the academic, opportunity, and economic/skill gap. Their office was instrumental in selecting the school sites for this application. ASAS will continue its partnership with the Amazon Web Services as part of our STEM programming in science fields, inviting volunteers to come to our schools or virtually and implement hands-on activities with students.

ASAS also maintains a strong partnership with Dallas Concilio, using their resources and support to improve academic outcomes by motivating and preparing parents to take an active and supportive role in their children's education including offering families opportunities for literacy and related educational development.

Finally, we engage several corporate partners. For example, we work closely with Best Buy to develop a series of virtual and/or in-person field trips to their Tech Center located in Dallas. Best Buy Teen Tech Centers help teens prepare for modern careers through hands-on experience with tech, such as digital media, robotics, virtual reality and 3D printing. All community partners will be vetted to determine how they can best contribute to the success of the program and program outcomes.

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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.

Research demonstrates that comprehensive afterschool programs, such as ASAS', with academic, enrichment, and wellness activities are more likely to advance academic outcomes than programs which focus only on academics (Birmingham, 2005; Huang et al., 2008). The homework help/tutoring and implementation of Istation leave students feeling prepared and knowing what they are doing in the school day; they are less likely to act out and more likely to want to come to school, thus increasing school day attendance and academic outcomes (Gettinger & Seibert, 2002). STEM instruction includes STEM professionals and key career exploration components like career modeling and support (Koivisto et al., 2011). After meeting mentors from STEM fields, youth are more likely to express an early interest in a STEM career (Tai et al., 2006).

To foster engagement and career interest, ASAS provides open-ended, hands-on projects with STEM professionals (Krishnamurthi et al., 2014), and incorporates key career exploration components like career modeling and support (Koivisto et al., 2011). After meeting mentors from STEM fields, youth are more likely to express an early interest in a STEM career (Tai et al., 2006).

ASAS provides both structured and unstructured wellness activities, as research shows that including non-competitive options leads to improved outcomes (Beighle et al., 2010; Camacho-Minano et al., 2011) and ensures that girls fully participate (Camacho-Minano et al., 2011). Art programs are connected with service learning, which has been shown to increase social skills, civic engagement, academic achievement, and educational attainment (Celio et al., 2011; Chan et al., 2014). Finally, RULER is the researched-based SEL curriculum we implement. Research shows that when schools extend SEL lessons into after-school, academic skills and classroom behaviors improve (Hurd, N. & Deutsch, N., 2017). To ensure positive youth development, ASAS uses the validated, evidence-based Youth Program Quality Assessment process for continuous program improvement with targeted professional development (Smith et al., 2012).

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.

At the sites that we have chosen, students experience unreliable transportation and adult supervision between the hours of 3PM- 6PM. This is due to the work schedules of parents and guardians, which can oftentimes overlap with school release times. In order to address this, our program will begin shortly following the release bell and take place at the respective schools of each student. This will eliminate the need to rely on transportation to any designated program day. A consistent and supervised pickup schedule will be established at each site to allow for a safe departure from program. This pickup schedule will be devised by program staff and parent feedback.

During summer programming, T W BROWNE MIDDLE, BILLY EARL DADE MIDDLE, and SARAH ZUMWALT MIDDLE will be hosted by WILLIAM HAWLEY ATWELL LAW ACADEMY. Simultaneously, JOHN W CARPENTER EL, WW BUSHMAN EL, and PAUL L DUNBAR LEARNING CENTER will be hosted by RONALD E MCNAIR EL. To stay true to the mission of accessibility, two buses have been budgeted for pickup and drop-off on all summer program days. These two buses will collect students from their original school sites and bring them to the host sites. Following program, those students will be bussed back to their original school sites for pickup. Each bus will transport middle school and elementary school students respectively.

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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.

Program information, including location, hours of operation, and program activities are shared openly with the community, using school and feeder pattern communication channels. Materials disseminated in the appropriate language for ELL families, using available translation resources. Signage will be posted at sites with program information as well as our website and Facebook page. On the ASAS Facebook page the community learning center location, upcoming activities, and events are also posted regularly.

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.

The Extended Learning Opportunities Department (ELOD) will facilitate the coordination of campus resources to support the academic, opportunity, and economic/skill gap as identified in district benchmark and state testing. Each campus is allocated General Operating Funds to support core academic programming. Campuses also utilize Title I Funds to supplement the core academic program. ELOD, in collaboration with Afterschool All Stars, will utilize the grant funds to provide literacy labs at each campus to foster a culture of collaboration and community. Studies published by the American Education Research Journal, noted that small group learning positively impacts student achievement and retention. In addition, our program will incorporate the partnership of local providers; Dallas Concilio, IStation, AES Literacy, and Holmes Outreach Center. A number of studies have concluded that academic enrichment programs lead to increased levels of student achievement (Afterschool Alliance, 2015c). ASAS' academic & enrichment programs will lead to the following short-term goals by end 2021-2022 school year:
-By end of each program year, ASASNTX participants proficiency rate in reading, math and science will be 10% higher than their school peers; according to publicly available data.
-By end of each program year, 70% of regular participants will demonstrate high levels of academic confidence, believing they can do well even if it is challenging; as determined by surveys.
-By end of each program year, regular participants will show less chronic absenteeism than their school peers by 10%; as determined by school sites attendance records.

Long Term goals: 90% of ASAS participants will demonstrate on time grade promotion and ASAS participants will demonstrate decreased suspensions & discipline referrals.

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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.

The resources provided by this grant will assist us in expanding our programming and add to our level of expertise in the afterschool field; this in turn will enhance our funding capabilities. The outcomes and impacts of the CLC's will provide excellent data to share with funders. ASAS continually refines fundraising strategies, seeking multi-year commitments that create a stable and sustainable operation. As a national and local organization, ASAS has expertise in operating federal, local government, and foundation grants. Implementing programs per the given proposal, meeting targets, and ensuring fiscal accountability all help build trust with funders and ensure sustainability. Similarly, strategic planning that ensures diversified funding sources in support of each site is key to a stable operation.

ASAS leverages the expertise of our national organization in fundraising/development and operations. We receive small pass-through grants (about 5% of operating budget) that typically support specific multi-site projects. We constantly seek unrestricted funding sources that support general operations, complementing restricted funding limitations. This provides support for admin salaries, additions to on-site staff, and general activities not allowed under restricted grants. Board development is also key for sustainability and stabilization. Our Board is extremely engaged, ensuring the solvency of the chapter during the COVID-19 crisis through personal donations and the solicitation of gifts through their connections.

ASAS works with the local and federal government to advocate for afterschool funding. The best way to make operations sustainable is to leverage the school system's investment, sharing resources and/or receiving school contracts to ensure basic funding. In this way families have access to services regardless of external funding issues.

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)

Our program may utilize volunteers periodically to support existing program activities. Through including volunteers, our program offers caring youth-adult relationships to give students not only information and advice, but also the confidence to know that they, too, can find success. ASAS volunteers are local businesspeople, educators, sports figures, cooks, artists, and community leaders—those who believes they can make a difference in the lives of youth. Some of the opportunities we provide are listed:

- Career Exploration Discussion Leader-Volunteers serve as Virtual Career Panelists, and help students make connections between educational choices and career paths by sharing their personal academic and career tracks, skills needed for current job, what job entails and tips for pursuing that career path.
- Career Exploration Site Guide-Host students for a virtual, behind-the-scenes look at workplace. We aim to expose students to a variety of workplaces, including restaurants, sports stadiums, retail outlets, banks, farms, offices and more.
- Academic Tutor-Students spend the first 60 minutes of programming working on homework with school site teachers and volunteers. Tutors will work with individual students or small groups in his/her desired subject area.
- Wonder Kit Team Leader-Volunteer will assist in STEM-based Wonder Kit activities with the All-Stars. Each volunteer will be paired up with a group of 3-4 students.

All ASAS volunteers must complete the ASAS conduct policy form and create a profile through ASAS' volunteer checking system, Voly.org. and complete a background check. All ASAS volunteers must also review and turn in signed copies of the following documents: ASAS Volunteer Agreement, Emergency Contact Form, Social Media Policy, Abuse Prevention Policy, ASAS Handbook. In addition, volunteers receive pre-activity training before being introduced to students. By ensuring that all volunteers are thoroughly vetted, trained, and informed, we ensure quality connection that empower our All-Stars to be successful in school and life.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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

To achieve the student attendance goal CLCs will run M-F, 3:30-6:30pm, or 3:00- 6:00pm depending on the school's release time, for 28 weeks during the school year and M-Th, 8:00-5:00pm for 6 weeks over the summer. It will be promoted to students and caregivers via: 1) school's website; 2) school newsletter; 3) take-home bulletin; 4) during homeroom, lunch, and assemblies; 5) emails sent to caregivers; 6) social media (e.g., Facebook, Twitter); 7) teacher referrals; 8) open houses; 9); and student-to-student recruitment. Strategies for student recruitment and retention include: Specialized professional development for ASAS staff on student recruitment/retention; caregiver/guardian/mentor meetings for students with attendance rates at or below 90%; For students with needs hindering attendance, we coordinate referrals to outside agencies. ASAS implements services designed to encourage students' full participation in daily activities and ensures long-term engagement in the program by employing staff suitability evaluations. Suitability evaluation involves staffing the program with people familiar and relatable for our students: It is ASAS' staff recruitment philosophy and practice to hire people who we like to call "kid magnets"—people who care about kids, are good with kids, and who kids are drawn to. Many of participants self-report that they come for the "cool programs" but they stay for the caring relationships they've formed with the adults who staff the program. Finally, during pre and post surveys students are asked about their interests and these interests have been built into the project plans including enrichment programs to support strong recruitment/retention

ASAS' goal is to serve a total of 480 students during the regular school year and 150 students during summer programming. To encourage high attendance rates, ASAS solicits student input in designing programs. ASAS also requires students to attend school to participate in after-school programs. Additionally, students are required to attend programming four out of five days of the week. We also require students stay for the duration of daily programming and offer attendance contests and incentives for students.

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 ASAS team gathered and utilized data from a wide range of sources to gather information about needs and service gaps. The purpose of the needs assessment process is to identify and prioritize student and family needs and provide the basis for developing a comprehensive, community-driven after-school and summer program that is responsive to the identified needs and gaps. The subsequent plan, based on the needs found, reflects the community's need for academic programming immediately after school at the the school so caregivers have access to safe, free programming for their children, conveniently located in their community. The center operations schedule helps 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) by providing easily accessible academic and enrichment programming immediately after the school day or during the summer.

The program's operations schedule of M-F, 3:30-6:30pm, or 3:00-6:00pm depending on the school's release time, for 28 weeks during the school year and M-Th, 8:00-5:00pm for 6 weeks over the summer will allow working parents access to quality academic and enrichment program for their children without parents needing to provide transportation to and from these activities. The inclusion of summer programming is also vital to caregiver's needs so they are able to continue working when school is not in session. Based on the needs assessment our budget plan reflects staffing (1:15 ratio) to provide programming for 630 total students during the scheduled times of operation.

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

10. Equitable Access and Participation

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

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

Group	<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="705"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="705"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="981,866"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="830,368"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="151,498"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="215"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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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.	1 Family Engagement Specialist (\$18,798)	\$18,798
2.	4 Program Coordinators (\$40/week, 34 weeks)	\$187,405
3.	8 Site Coordinators (5 hrs./day, 5 days/week, 38 weeks) AND 8 Program Leaders (4 hrs./day	\$563,665
4.	1-21CCLC Program Director	\$60,500
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	Contracted Program Partners	\$20,000
7.	FC Background	\$2,070
8.	CPR and First Aid Certification	\$300
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Evaluation (Cityspan, RRD, Dallas Afterschool)	\$7,100
12.	Program Supplies, Equipment, and Meals	\$42,240
13.	Field Trips (\$30,800) & Family Engagement Activities (\$5,600)	\$36,400
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	In-State Training (Travel, lodging, meals)	\$4,270
16.	Technology (laptops, cell phones, printing charges, Other Associated Technology Expenses)	\$24,718
17.	Transportation	\$14,400

Capital Outlay

18.	<input type="text"/>	0
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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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: TX-057905

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	057905062	Billy Earl Dade Middle School	2	6-8	90	15
2	057905042	William Hawley Atwell Law Academy	6	6-8	105	15
3	057905043	T. W. Browne Middle School	4	6-8	75	12
4	057905072	Sarah Zumwalt Middle School	3	6-8	60	9
5	057905139	Paul L. Dunbar Learning Center	0	PK-5	75	12
6	057905264	Ronald E. McNair Elementary School	0	PK-5	90	12
7	057905118	W. W. Bushman Elementary School	0	PK-5	75	12
8	057905121	John W. Carpenter Elementary School	0	PK-5	60	9
9						
10						

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	057905062	Billy Earl Dade Middle School					6-8	75				
Feeder	057905139	Paul L Dunbar Learning Center					PK-5					
Feeder	057905202	Oran M Roberts Elementary School					PK-5					
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			September 7 th , 2021			December 17 th , 2021			12			
Spring Term			January 10 th , 2022			May 20 th , 2022			16			
Summer Term			June 13 th , 2022			July 22 nd , 2022			6			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30				
Tuesday			3:30	6:30			3:30	6:30				
Wednesday			3:30	6:30			3:30	6:30				
Thursday			3:30	6:30			3:30	6:30				
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				0			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer programming for Billy Earl Dade Middle School will occur at William Hawley Atwell Law Academy Monday- Thursday from 8:00PM. - 5:00PM.										
Parent/Legal Guardian Activities		To provide quality family engagement to student's families served by our program we will provide quarterly family educational events at each school site to ensure caregivers have opportunities for active and meaningful engagement in their children's education. We will partner with Dallas Concilio, using their resources and support to improve academic outcomes by motivating and preparing parents to take an active and supportive role in their children's education including offering families opportunities for career skills development; economic, technology, language literacy; GED support; and related educational development.										

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	057905042	William Hawley Atwell Law Academy					6-8	75				
Feeder	057905264	Ronald E McNair Elementary School					PK-5					
Feeder	057905235	Birdie Alexander Elementary School					PK-5					
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			September 7 th , 2021			December 17 th , 2021			12			
Spring Term			January 3 rd , 2022			May 20 th , 2022			16			
Summer Term			June 13 th , 2022			July 22 nd , 2022			6			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	8:00			5:00
Tuesday			3:30	6:30			3:30	6:30	8:00			5:00
Wednesday			3:30	6:30			3:30	6:30	8:00			5:00
Thursday			3:30	6:30			3:30	6:30	8:00			5:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				36			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer programming for Billy Earl Dade Middle School, T. W. Browne Middle School, and Sarah Zumwalt Middle School will occur at William Hawley Atwell Law Academy Monday-Thursday from 8:00PM. - 5:00PM.										
Parent/Legal Guardian Activities		To provide quality family engagement to student's families served by our program we will provide quarterly family educational events at each school site to ensure caregivers have opportunities for active and meaningful engagement in their children's education. We will partner with Dallas Concilio, using their resources and support to improve academic outcomes by motivating and preparing parents to take an active and supportive role in their children's education including offering families opportunities for career skills development;										

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	057905043	T. W. Browne Middle School				6-8	60					
Feeder	057905121	John W Carpenter Elementary School				PK-5						
Feeder	057905210	Leslie A Stemmons Elementary School				PK-5						
		economic, technology, language literacy; GED support; and related educational development.										
Program Operations			Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			September 7 th , 2021		December 17 th , 2021		12					
Spring Term			January 3 rd , 2022		May 20 th , 2022		16					
Summer Term			June 13 th , 2022		July 22 nd , 2022		6					
Total number of weeks:							34					
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30				
Tuesday			3:30	6:30			3:30	6:30				
Wednesday			3:30	6:30			3:30	6:30				
Thursday			3:30	6:30			3:30	6:30				
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				0			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer programming for T. W. Browne Middle School will occur at William Hawley Atwell Law Academy Monday- Thursday from 8:00PM. - 5:00PM.										

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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	057905072	Sarah Zumwalt Middle School					6-8	45					
Feeder	057905118	W W Bushman Elementary School					PK-5						
Feeder	057905191	Elisha M Pease Elementary School					PK-5						
Parent/Legal Guardian Activities		To provide quality family engagement to student's families served by our program we will provide quarterly family educational events at each school site to ensure caregivers have opportunities for active and meaningful engagement in their children's education. We will partner with Dallas Concilio, using their resources and support to improve academic outcomes by motivating and preparing parents to take an active and supportive role in their children's education including offering families opportunities for career skills development; economic, technology, language literacy; GED support; and related educational development.											
Program Operations			Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			September 7 th , 2021				December 17 th , 2021				12		
Spring Term			January 3 rd , 2022				May 20 th , 2022				16		
Summer Term			June 13 th , 2022				July 22 nd , 2022				6		
Total number of weeks:											34		
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:30	6:30			3:30	6:30					
Tuesday			3:30	6:30			3:30	6:30					
Wednesday			3:30	6:30			3:30	6:30					
Thursday			3:30	6:30			3:30	6:30					
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				0				
Adjunct Sites, If applicable (site name and full address)													

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 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	057905139	Paul L. Dunbar Learning Center			PK-5	60						
Feeder												
Feeder												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer programming for Sarah Zumwalt Middle School will occur at William Hawley Atwell Law Academy Monday- Thursday from 8:00PM. - 5:00PM.										
Parent/Legal Guardian Activities		To provide quality family engagement to student's families served by our program we will provide quarterly family educational events at each school site to ensure caregivers have opportunities for active and meaningful engagement in their children's education. We will partner with Dallas Concilio, using their resources and support to improve academic outcomes by motivating and preparing parents to take an active and supportive role in their children's education including offering families opportunities for career skills development; economic, technology, language literacy; GED support; and related educational development.										
Program Operations			Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			September 7 th , 2021		December 17 th , 2021		12					
Spring Term			January 3 rd , 2022		May 20 th , 2022		16					
Summer Term			June 13 th , 2022		July 22 nd , 2022		6					
Total number of weeks:							34					
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				
Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				0			

Texas ACE	Program Year
Center Operations Schedule (one per center)	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	057905264	Ronald E. McNair Elementary School	PK-5	60	
Feeder					
Feeder					

Adjunct Sites, If applicable (site name and full address)	
--	--

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer programming for Paul L. Dunbar Learning Center will occur at Ronald E. McNair Elementary School Monday- Thursday from 8:00PM. - 5:00PM.
--	--

Parent/Legal Guardian Activities	To provide quality family engagement to student's families served by our program we will provide quarterly family educational events at each school site to ensure caregivers have opportunities for active and meaningful engagement in their children's education. We will partner with Dallas Concilio, using their resources and support to improve academic outcomes by motivating and preparing parents to take an active and supportive role in their children's education including offering families opportunities for career skills development; economic, technology, language literacy; GED support; and related educational development.
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Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	September 7 th , 2021	December 17 th , 2021	12
Spring Term	January 3 rd , 2022	May 20 th , 2022	16
Summer Term	June 13 th , 2022	July 22 nd , 2022	6
Total number of weeks:			34

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			5:00
Tuesday			3:00	6:00			3:00	6:00	8:00			5:00
Wednesday			3:00	6:00			3:00	6:00	8:00			5:00
Thursday			3:00	6:00			3:00	6:00	8:00			5:00
Friday			3:00	6:00			3:00	6:00				

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(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	057905118	W. W. Bushman Elementary School	PK-5	60	
Feeder					
Feeder					
Saturday					
Sunday					
Total Hours Per Week:	15	15	36		

Adjunct Sites, If applicable (site name and full address)	
--	--

Special Schedules <small>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)</small>	Summer programming for Paul L. Dunbar Learning Center, W. W. Bushman Elementary School, and John W. Carpenter Elementary School will occur at Ronald E. McNair Elementary School Monday- Thursday from 8:00PM. - 5:00PM.
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Parent/Legal Guardian Activities	To provide quality family engagement to student's families served by our program we will provide quarterly family educational events at each school site to ensure caregivers have opportunities for active and meaningful engagement in their children's education. We will partner with Dallas Concilio, using their resources and support to improve academic outcomes by motivating and preparing parents to take an active and supportive role in their children's education including offering families opportunities for career skills development; economic, technology, language literacy; GED support; and related educational development.
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Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	September 7 th , 2021	December 17 th , 2021	12
Spring Term	January 3 rd , 2022	May 20 th , 2022	16
Summer Term	June 13 th , 2022	July 22 nd , 2022	6
Total number of weeks:			34

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				
Thursday			3:00	6:00			3:00	6:00				

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(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	057905121	John W. Carpenter Elementary School	PK-5	45	
Feeder					
Feeder					

Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15					15						0

Adjunct Sites, If applicable (site name and full address)	
--	--

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer programming for W. W. Bushman Elementary School will occur at Ronald E. McNair Elementary School Monday- Thursday from 8:00PM. - 5:00PM.
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Parent/Legal Guardian Activities	To provide quality family engagement to student's families served by our program we will provide quarterly family educational events at each school site to ensure caregivers have opportunities for active and meaningful engagement in their children's education. We will partner with Dallas Concilio, using their resources and support to improve academic outcomes by motivating and preparing parents to take an active and supportive role in their children's education including offering families opportunities for career skills development; economic, technology, language literacy; GED support; and related educational development.
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Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	September 7 th , 2021	December 17 th , 2021	12
Spring Term	January 3 rd , 2022	May 20 th , 2022	16
Summer Term	June 13 th , 2022	July 22 nd , 2022	6
Total number of weeks:			34

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				

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

Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				0			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer programming for John W. Carpenter Elementary School will occur at Ronald E. McNair Elementary School Monday- Thursday from 8:00PM. - 5:00PM.											
Parent/Legal Guardian Activities	To provide quality family engagement to student's families served by our program we will provide quarterly family educational events at each school site to ensure caregivers have opportunities for active and meaningful engagement in their children's education. We will partner with Dallas Concilio, using their resources and support to improve academic outcomes by motivating and preparing parents to take an active and supportive role in their children's education including offering families opportunities for career skills development; economic, technology, language literacy; GED support; and related educational development.											

2020 - 2021
Partnership Agreement
BETWEEN
After-School All-Stars North Texas and the Dallas Independent School District

This Partnership Agreement is between After-School All-Stars North Texas and the Dallas Independent School District (hereafter "Program Provider").

A. PURPOSE

The purpose of this Partnership Agreement is to outline cooperation between the Lead Partner and Program Provider in administering and managing parent engagement and outreach (hereafter the "Plan").

The Program Provider will perform services to strengthen and supplement efforts to support and provide literacy intervention and instruction through game-like activities that provide educators with formative assessments and adaptive curriculum

B. UNDERSTANDING BETWEEN THE PARTIES

The Program Provider and Lead Partner agree to the following action items:

Lead Partner Agency

Lead Partner is the manager of the Plan subject to the awarding of the Nita M. Lowey 21st Century Community Learning Centers Grant. This includes, but is not limited to, creating the program structure, and, from time to time, requesting data, reports or information from the Program Provider in preparation and submission of reports, proposals or related documents and facilitating planning meetings between the Lead Partner and the Program Provider focused on meeting the planned benchmarks.

Program Provider

Upon request and to the extent permitted by law, the Program Partner Agency shall provide data, reports or information related to Plan performance of the to the Lead Partner to assist in the preparation and submission of reports, proposals, or other related documents.

Work closely with After-School All-Stars to support efforts on campus by assisting with communication and planning efforts with school leadership.

Make referrals to After-School All-Stars of clientele who can utilize other services provided by the program.

C. MUTUAL RESPONSIBILITIES

Lead Partner and Program Provider will make diligent efforts through their respective representatives to:


- i. Designate key and appropriately qualified individuals to perform its commitments in this Partnership Agreement;
- ii. Participate in periodic meetings of all such key individuals and others as necessary and required;
- iii. Cooperate fully with all reasonable requests for assistance; and,
- iv. Subject to the authorization of each Agency's lead official, take such further steps and execute such further documents as may be reasonably necessary to accomplish the goals of the Plan.

Both Lead Partner and Program Provider further commit to take all reasonable steps necessary to:

- i. Provide key and appropriately qualified individuals to manage the implementation of the Plan at its community-based operations locations.
- ii. Designate a contact person to provide requested documentation in a timely manner, work with the Lead Partner and all Partner Agencies to meet planning benchmarks, be available for communication, and facilitate scheduled trainings / meetings.


Justin Hensley, Executive Director
After-School All-Stars North Texas

1.12.2021
Date


Lori Griffin, Director of Out of School Time
Dallas Independent School District

1.12.2021
Date

2020 - 2021
Partnership Agreement
BETWEEN
After-School All-Stars North Texas and The Concilio

This Partnership Agreement is between After-School All-Stars North Texas and The Concilio (hereafter "Program Provider").

A. PURPOSE

The purpose of this Partnership Agreement is to outline cooperation between the Lead Partner and Program Provider in administering and managing parent engagement and outreach (hereafter the "Plan").

The Program Provider will perform services to strengthen and supplement efforts to support and provide literacy intervention and instruction through game-like activities that provide educators with formative assessments and adaptive curriculum

B. UNDERSTANDING BETWEEN THE PARTIES

The Program Provider and Lead Partner agree to the following action items:

Lead Partner Agency

Lead Partner is the manager of the Plan subject to the awarding of the Nita M. Lowey 21st Century Community Learning Centers Grant. This includes, but is not limited to, creating the program structure, and, from time to time, requesting data, reports or information from the Program Provider in preparation and submission of reports, proposals or related documents and facilitating planning meetings between the Lead Partner and the Program Provider focused on meeting the planned benchmarks.

Make referrals to The Concilio of clientele who can utilize other services provided by the program.

Program Provider

Upon request and to the extent permitted by law, the Program Partner Agency shall provide data, reports or information related to Plan performance of the to the Lead Partner to assist in the preparation and submission of reports, proposals, or other related documents.

Provide collateral and information on services for families of participants. When possible, send a representative to quarterly parent and family events hosted at school sites.

Make referrals to After-School All-Stars of clientele who can utilize other services provided by the program.

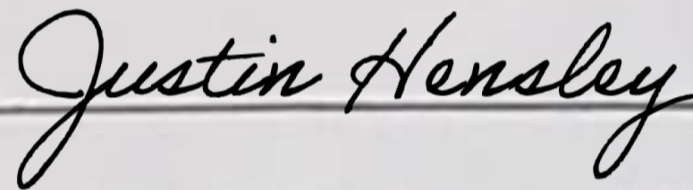
C. MUTUAL RESPONSIBILITIES

Lead Partner and Program Provider will make diligent efforts through their respective representatives to:

- i. Designate key and appropriately qualified individuals to perform its commitments in this Partnership Agreement;
- ii. Participate in periodic meetings of all such key individuals and others as necessary and required;
- iii. Cooperate fully with all reasonable requests for assistance; and,
- iv. Subject to the authorization of each Agency's lead official, take such further steps and execute such further documents as may be reasonably necessary to accomplish the goals of the Plan.

Both Lead Partner and Program Provider further commit to take all reasonable steps necessary to:

- i. Provide key and appropriately qualified individuals to manage the implementation of the Plan at its community-based operations locations.
- ii. Designate a contact person to provide requested documentation in a timely manner, work with the Lead Partner and all Partner Agencies to meet planning benchmarks, be available for communication, and facilitate scheduled trainings / meetings.

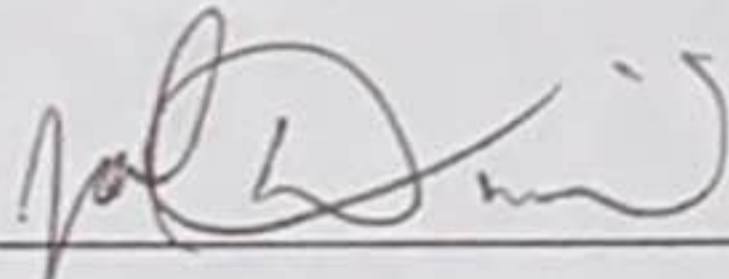


Justin Hensley, Executive Director

After-School All-Stars North Texas

12.21.2020

Date



Joel Durbin, Chief Impact Officer

The Concilio

12/21/2020

Date

2020 - 2021
Partnership Agreement
BETWEEN
After-School All-Stars North Texas and the University of North Texas at Dallas

This Partnership Agreement is between After-School All-Stars North Texas and the University of North Texas at Dallas (hereafter "Program Provider").

A. PURPOSE

The purpose of this Partnership Agreement is to outline cooperation between the Lead Partner and Program Provider in administering and managing parent engagement and outreach (hereafter the "Plan").

The Program Provider will perform services to strengthen and supplement efforts to support and provide literacy intervention and instruction through game-like activities that provide educators with formative assessments and adaptive curriculum

B. UNDERSTANDING BETWEEN THE PARTIES

The Program Provider and Lead Partner agree to the following action items:

Lead Partner Agency

Lead Partner is the manager of the Plan subject to the awarding of the Nita M. Lowey 21st Century Community Learning Centers Grant. This includes, but is not limited to, creating the program structure, and, from time to time, requesting data, reports or information from the Program Provider in preparation and submission of reports, proposals or related documents and facilitating planning meetings between the Lead Partner and the Program Provider focused on meeting the planned benchmarks.

Make referrals to the University of North Texas at Dallas of clientele who can utilize other services provided by the program.

Program Provider

Upon request and to the extent permitted by law, the Program Partner Agency shall provide data, reports or information related to Plan performance of the to the Lead Partner to assist in the preparation and submission of reports, proposals, or other related documents.

Provide collateral and information on services for families of participants. When possible, send a representative to quarterly parent and family events hosted at school sites.

Make referrals to After-School All-Stars of clientele who can utilize other services provided by the program.

C. MUTUAL RESPONSIBILITIES

Lead Partner and Program Provider will make diligent efforts through their respective representatives to:

- i. Designate key and appropriately qualified individuals to perform its commitments in this Partnership Agreement;
- ii. Participate in periodic meetings of all such key individuals and others as necessary and required;
- iii. Cooperate fully with all reasonable requests for assistance; and,
- iv. Subject to the authorization of each Agency's lead official, take such further steps and execute such further documents as may be reasonably necessary to accomplish the goals of the Plan.

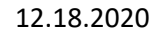
Both Lead Partner and Program Provider further commit to take all reasonable steps necessary to:

- i. Provide key and appropriately qualified individuals to manage the implementation of the Plan at its community-based operations locations.
- ii. Designate a contact person to provide requested documentation in a timely manner, work with the Lead Partner and all Partner Agencies to meet planning benchmarks, be available for communication, and facilitate scheduled trainings / meetings.



Justin Hensley, Executive Director

After-School All-Stars North Texas

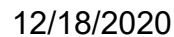


Date



Nakia Douglas – Exec. Dir.: TRIO & Pre Collegiate

University of North Texas at Dallas



Date

2020 - 2021
Partnership Agreement
BETWEEN
After-School All-Stars North Texas and AES Literacy Institute

This Partnership Agreement is between After-School All-Stars North Texas and AES Literacy Institute (hereafter "Program Provider").

A. PURPOSE

The purpose of this Partnership Agreement is to outline cooperation between the Lead Partner and Program Provider in administering and managing parent engagement and outreach (hereafter the "Plan").

The Program Provider will perform services to strengthen and supplement efforts to support and provide literacy intervention and instruction through game-like activities that provide educators with formative assessments and adaptive curriculum

B. UNDERSTANDING BETWEEN THE PARTIES

The Program Provider and Lead Partner agree to the following action items:

Lead Partner Agency

Lead Partner is the manager of the Plan subject to the awarding of the Nita M. Lowey 21st Century Community Learning Centers Grant. This includes, but is not limited to, creating the program structure, and, from time to time, requesting data, reports or information from the Program Provider in preparation and submission of reports, proposals or related documents and facilitating planning meetings between the Lead Partner and the Program Provider focused on meeting the planned benchmarks.

Make referrals to AES Literacy Institute of clientele who can utilize other services provided by the program

Program Provider

Upon request and to the extent permitted by law, the Program Partner Agency shall provide data, reports or information related to Plan performance of the to the Lead Partner to assist in the preparation and submission of reports, proposals, or other related documents.

Provide collateral and information on services for families of participants. When possible, send a representative to quarterly parent and family events hosted at school sites.

Make referrals to After-School All-Stars of clientele who can utilize other services provided by the program.

C. MUTUAL RESPONSIBILITIES

Lead Partner and Program Provider will make diligent efforts through their respective representatives to:

- i. Designate key and appropriately qualified individuals to perform its commitments in this Partnership Agreement;
- ii. Participate in periodic meetings of all such key individuals and others as necessary and required;
- iii. Cooperate fully with all reasonable requests for assistance; and,
- iv. Subject to the authorization of each Agency's lead official, take such further steps and execute such further documents as may be reasonably necessary to accomplish the goals of the Plan.

Both Lead Partner and Program Provider further commit to take all reasonable steps necessary to:

- i. Provide key and appropriately qualified individuals to manage the implementation of the Plan at its community-based operations locations.
- ii. Designate a contact person to provide requested documentation in a timely manner, work with the Lead Partner and all Partner Agencies to meet planning benchmarks, be available for communication, and facilitate scheduled trainings / meetings.

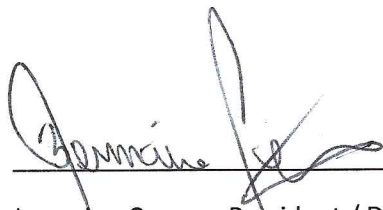


Justin Hensley, Interim Executive Director

After-School All-Stars North Texas

12/8/2020

Date



Jermaine Cooper, President / Director

AES Literacy Institute Incorporated

12/10/2020

Date

2020 - 2021
Partnership Agreement
BETWEEN
After-School All-Stars North Texas and Istation

This Partnership Agreement is between After-School All-Stars North Texas (hereafter the "Lead Partner") and Istation (hereafter "Program Provider").

A. PURPOSE

The purpose of this Partnership Agreement is to outline cooperation between the Lead Partner and Program Provider in administering and managing literacy support (hereafter the "Plan").

B. UNDERSTANDING BETWEEN THE PARTIES

The Program Provider and Lead Partner agree to the following action items:

Lead Partner Agency

Lead Partner is the manager of the Plan subject to the awarding of the Nita M. Lowey 21st Century Community Learning Centers Grant. This includes, but is not limited to, creating the program structure, and, from time to time, requesting data, reports or information from the Program Provider in preparation and submission of reports, proposals or related documents and facilitating planning meetings between the Lead Partner and the Program Provider focused on meeting the planned benchmarks.

Make referrals to Istation of clientele who can utilize other services provided by the program.

Program Provider

Upon request and to the extent permitted by law, the Program Provider shall provide data, reports or information related to Plan performance of the to the Lead Partner to assist in the preparation and submission of reports, proposals, or other related documents.

Make referrals to After-School All-Stars of clientele who can utilize other services provided by the program.

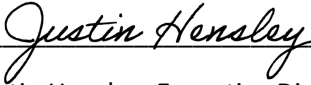
C. MUTUAL RESPONSIBILITIES

Lead Partner and Program Provider will make diligent efforts through their respective representatives to:

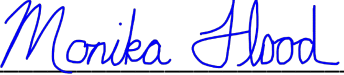
- i. Designate key and appropriately qualified individuals to perform its commitments in this Partnership Agreement;
- ii. Participate in periodic meetings of all such key individuals and others as necessary and required;
- iii. Cooperate fully with all reasonable requests for assistance; and,
- iv. Subject to the authorization of each Agency's lead official, take such further steps and execute such further documents as may be reasonably necessary to accomplish the goals of the Plan.

Both Lead Partner and Program Provider further commit to take all reasonable steps necessary to:

- i. Provide key and appropriately qualified individuals to manage the implementation of the Plan at its community-based operations locations.
- ii. Designate a contact person to provide requested documentation in a timely manner, work with the Lead Partner and all Partner Agencies to meet planning benchmarks, be available for communication, and facilitate scheduled trainings / meetings.


Justin Hensley, Executive Director
After-School All-Stars North Texas

1/07/2021
Date


Monika Flood, CFO
Istation

01/07/2021
Date