



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

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

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: From to **Pre-award costs:** permitted for this grant

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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
<ul style="list-style-type: none"> 75 percent of students in ResponsiveEd ACE programs will meet their growth goal on MAP Reading 	<ul style="list-style-type: none"> Students will participate in dedicated tutoring time with staff to focus on individual academic needs in Reading and Literacy MAP pathways will be uploaded into online programs to support growth goals 30 minutes of every after school program day will be dedicated to literacy activities to support growth and achievement
<ul style="list-style-type: none"> 75 percent of students participating in ResponsiveEd ACE programs will meet their growth goal on MAP Math 	<ul style="list-style-type: none"> Students will participate in dedicated tutoring time with staff to focus on individual academic needs in Math MAP pathways will be uploaded into online programs to support growth goals STEM enrichment activities will support overall MAP growth goals
<ul style="list-style-type: none"> 75 percent of ResponsiveEd ACE students will increase Average Daily Attendance (ADA) and decrease Behavioral Referrals 	<ul style="list-style-type: none"> Site Coordinators will take daily attendance and will report student attendance weekly to Project Director ACE staff will meet with families to discuss attendance barriers Survey students to assess program satisfaction and increase student driven activity and engagement

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.

- 90% of Kinder-3rd grade ACE participants will show an increase of at least 7 months in Literacy proficiency as measured by MAP/Amplify/M-Class
- 90% of 4th-8th grade ACE participants will show an increase in reading and math proficiency as measured by MAP/math common assessments by June of the academic year.
- In order to increase school-wide daily average attendance (ADA), 90% of ACE students' individual daily attendance will increase by at least 2% points by June of the academic year

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

ResponsiveEd data is collected and used to measure student academic achievement, growth, and specific skill development. ResponsiveEd will use each of the listed benchmarks to measure progress toward meeting the process and implementation goals listed in this application.

- Campus Weekly Student Average Daily Attendance Reports
- Math Common Assessments (Internally created and validated), NWEA MAP growth
- Reading Common Assessments (Internally created and validated), NWEA MAP growth, Amplify (K,1,2 only)

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

ResponsiveEd data is collected and used to measure student academic achievement, growth, and specific skill development. ResponsiveEd will use each of the listed benchmarks to measure progress toward meeting the process and implementation goals listed in this application.

- Campus Weekly Student Average Daily Attendance Reports
- Math Common Assessments (Internally created and validated), NWEA MAP growth
- Reading Common Assessments (Internally created and validated), NWEA MAP growth, Amplify (K,1,2 only)

Third-Quarter Benchmark

ResponsiveEd data is collected and used to measure student academic achievement, growth, and specific skill development. ResponsiveEd will use each of the listed benchmarks to measure progress toward meeting the process and implementation goals listed in this application.

- Campus Weekly Student Average Daily Attendance Reports
- Math Common Assessments (Internally created and validated), NWEA MAP growth
- Reading Common Assessments (Internally created and validated), NWEA MAP growth, Amplify (K,1,2 only)

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.

As an organization we have a commitment to continuous improvement of all programs and initiatives. For this program, we have proposed three SMART goals focused on the three largest needs of our students and communities. Improved math achievement, literacy achievement, and increased school attendance. The Department of Research, Testing, and Evaluation will collect, monitor, and evaluate data on an ongoing basis. MAP Growth scores in Math and Reading for all grades available, Amplify (literacy assessment in K, 1, and 2, only), Common Assessments in Math and Reading for all grades, and weekly Campus Average Daily Attendance reports will be collected to measure the program goals. Family, staff, and volunteers will be surveyed regarding programming, scheduling, implementation, and student/family engagement. Daily attendance and engagement records will be reported by each Site Coordinator. This data will address whole child goals for social emotional growth, student and family engagement goals, and specific supports aimed at parents/families. Short surveys will be administered before each benchmark discussion. Small focus groups will be held with families, staff, and volunteers at the mid- and end-of-year benchmark time periods to continually engage with and meet the needs of stakeholders. At the beginning of each school year students participate in the aforementioned assessments for baseline data. Each campus will verify data and set quantifiable goals to be met at the next benchmark date. If data shows progress (as determined by the benchmark goals set), sites will continue programming as is, incorporating successful strategies for instruction and implementing feedback from stakeholder surveys for student and family engagement. If data shows progress has not been met, the site coordinator, instructional staff, and project director will meet to determine necessary program changes (i.e., schedules, staffing, or instructional adjustments), and incorporate stakeholder feedback from surveys. All volunteers, staff, campus leadership, and district personnel will participate in monthly check-in meetings throughout the program year with the Project Director. Results from all benchmark and evaluation reviews will be disseminated to appropriate parties, as well as any action plans to better meet progress goals. All personnel and data systems operate under FERPA compliance.

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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. Each proposed site surveys staff and parents/families annually to determine needs as well as measure current and ongoing campus satisfaction. To determine instructional and academic needs, each campus utilizes district and state assessment data as well as staff surveys to inform annual Campus Improvement Plans (CIP). CIPs detail SMART goals regarding any and all academic, student engagement, and social-emotional needs of students, as well as campus action items required to meet those goals. Given the data from the most recent surveys and assessments, each of the sites proposed in this application expressed a need for after school programming to support their most at-risk students and families, who make up more than 50% of students at all sites. A review of all CIPs showed several common needs: support for math and literacy achievement (with a focus on early literacy), needed interventions for closing academic gaps in early grades, and support for families to encourage engagement in school activities in order to boost overall academic growth. Survey data showed that tuition was a barrier for participation in after school programs. Some families also shared, through survey responses, that if extended school day options weren't available it contributed to absences when early pick-up was difficult.

B. Campuses identified in this application serve a majority of At-Risk students. Six of the seven sites serve more than 60% Title 1 students (the seventh serving 44% and increasing). These sites also serve a growing number of EL students in need of targeted academic support. Many of the students at these schools are at least one grade level behind their peers at other institutions. Reviewing Fall 2020 NWEA MAP Growth assessments in Math, Reading, and Language, the proposed sites show that at least 40% of all students are below grade level beginning this school year. Accountability, from the 18-19 school year (no 2019 accountability is available), shows that six of the proposed sites were rated as a C or D overall. These schools are in need of support not only in student achievement but also growth and closing academic gaps. Five of these campuses were identified as needing targeted support by TEA. STAAR Achievement scores showed improvement from 17-18 to 18-19 in most areas as the total number of students who achieved approaches or better on STAAR Math or Reading increased from 17-18 to 18-19 for most of these sites, however this increase was minimal. After school interventions could accelerate these improvements. Students who score below grade level on MAP or who failed their most recent STAAR will be eligible for this program, in addition teachers can recommend that students participate in after school activities based on in-class observations. Each program proposes to be able to serve 40-60% of their total student population (the range of students who are identified as below grade level). If more seats are available or more students are determined to be in-need of support teachers and campus leadership will fill after school program seats with those students considered most academically at-risk.

C. Each campus participates in regular academic screening (i.e., weekly class assessments, district testing, in-class tutorial programs, etc.). Based on the student's performance in these academic screenings they will be recruited to participate in after school support. Teachers are also able to recommend students based on things other than academic needs (i.e., health, social emotional growth, or parental need). Programs will support working families by eliminating some transportation issues if parents are unable to pick-up students at the conclusion of the general school day (i.e., between 3-4pm). After school programming will also offer opportunities for family engagement and enrichment by providing professional and technical skills training, family literacy nights, and other learning events. Lastly, by offering tuition free after school programming, families of students most in need are not prevented from participation due to a lack of economic resources.

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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.

Each proposed sites will focus on three main areas of program goals: Math achievement/growth, Reading and Literacy achievement/growth, and increased attendance. Additionally, programs will focus on areas to improve social-emotional growth and student/parent engagement.

The literacy goal for this program is that 90% of Kinder-3rd grade ACE participants will show an increase of at least 7 months in Literacy proficiency as measured by MAP/Amplify/M-Class. To address math and reading deficiencies 90% of 4th-8th grade ACE participants will show an increase in reading and math proficiency a measured by MAP/ Math Common Assessments by June of the academic year. Both of these goals will support the academic achievement and accountability of the campus overall, and address the need for our most at-risk students to be successful in the classroom, on State Assessments, and experience achievement at all levels.

To address these goals each campus will implement a program that dedicates time for targeted academic improvement in areas of Math and Reading, with the specific aim of improving scores on standardized tests (both district and state requirements). NWEA MAP, and STAAR results from each proposed site has shown significant deficits in both reading and math (with more than 40% of students falling below grade level) that make achievement in upper grades more difficult. It is the goal of these programs to focus on early literacy (K-2) gaps using INSERT PROGRAM NAME HERE. For math and reading in grades 3-8, two main programs, Study Island, and Imagine Learning, will be utilized to supplement direct instruction and to develop an Individual Tutoring Plan (ITP) for each site participant. Both programs incorporate previous STAAR and MAP performance and allow for tailored programming to meet the needs of each student. Staff will implement a blended style of instruction, 1:1 and small group instruction using district approved high-quality literacy, reading, and math curriculum, and online programs that identify, track, and adjust content based on a student's progress. Using high-quality instructional staff, curriculum, and supplementary programs, students will be able to show growth and increased achievement on annual NWEA MAP, Amplify, and STAAR tests. Student data will be reported at the conclusion of each week by the site coordinator to the school-day classroom instructional team and to the Project Director. The frequency of this data allows for continual improvement and diligent responsiveness to student progress.

These centers also plan to have a positive impact on overall attendance of students. In order to increase school-wide daily average attendance (ADA), 90% of ACE students' individual daily attendance will increase by at least 2% points by June of the academic year. High attendance rates during the regular school day will have an additional positive impact on students' academic growth and school engagement. To achieve this goal, and promote connectedness between staff, teachers, students, and families each site has adopted Capturing Kids Hearts (CKH) campus wide. CKH is a comprehensive, skill-based professional development and coaching program. Each campus staff member will participate in intensive training that will directly impact the social-emotional learning of each student. This program teaches staff techniques of meaningful engagement and social development that support the overall achievement of each student. Research has shown that when CKH is implemented campus wide students achieve higher pass rates in reading and math, increased pro-social behaviors (i.e., respect, communication, and problem-solving), and a significant reduction in behavior referrals (Sherwood, 2003; Holtzapple, 2009).

Each program will also offer enrichment in other areas, such as healthy living, art and STEM enrichment, and family learning opportunities. At each of these sites program offerings will include soft and hard skills opportunities for parents/guardians (i.e, GED support, ESL learning, training on how to support student academic growth, and various learning events). By supporting families in this specific way we will be able to improve overall engagement, and benefit the community at large.

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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.

Research shows that for extended school programs (after school or summer offerings) to have a positive impact on student pro-social, engagement, or academic achievement, programs must be high-quality and students must attend with some regularity.

To address the need for high-quality learning in order to positively impact standardized test scores (NWEA MAP, Amplify, and STAAR), we will implement a rigorous curriculum for direct instruction. Validated online supplementary curriculum will be used for individual support. In each element of the program we aim to bolster grade level skills to meet academic achievement goals but also foster a love of learning that goes beyond testing. It is imperative that staff engage students in a meaningful way so that students feel connected and supported further deepening the potential impact of these centers. To promote a love of learning, and connection, we will focus on areas outside of core curriculum (namely, math and reading) so that students are exposed to various subjects, learning opportunities, and physical outlets. Each site coordinator will schedule weekly offering that integrates math and reading as they are the main program goals, but utilizes volunteer and community leaders to teach STEM, Art, and Healthy Living. Sites will offer concurrent family opportunities such as literacy events for parents to take part of the student learning, ESL services, and support in areas like learning technology, GED study assistance, etc.

The program will run Monday through Friday for three hours at the conclusion of the regular school although centers will be allowed to make individual decisions of exact timing, a general schedule has been established for all sites.

Each will participate in four main parts: 1. The first fifteen minutes will be Attendance Circle: attendance/check-in, healthy snack, and "Good Things"; 2. Double Time: One full hour of targeted academic tutoring, focused on the areas of need for each student (this includes opportunities for Homework Help). 3. Half Time: Half an hour of dedicated literacy and reading intervention; 4. Activity Hour: One full hour of non-core subject learning (STEM, Art, Healthy Living). 5. Daily Launch: The final fifteen minutes will be focused on a concept called "The Launch". "Good Things" and "The Launch" are key components of CKH that promote increased social-emotional well-being. These transitions have students identify and describe positive parts of their day, express any needs or concerns, and send them out with a thoughtful exercise for the following day. This is an integral part of creating meaningful connections between staff and students, as well as building peer relationships. Each of these program elements are aimed at achieving increased academic growth and success, increased school attendance and SEL, and reducing behavior referrals.

To ensure that program offerings are complementary to regular school day activities, curriculum and instructional strategies will mirror those of the school day classroom. However, because of fewer students being present enhancements that allow for targeted improvement will be the focus in order to go beyond what is possible in a full classroom. All activities and offerings will align with school and classroom goals and objectives and will supplement in-class curriculum and instruction. All tutoring, homework help, and reading activities will be informed by regular classroom performance, and district testing results. This will make certain that known deficiencies are always at the center of after school activities. Data from these sources are regularly updated, and students engaged in online tutoring platforms (Study Island, Imagine Learning) will have new goals and pathways created as a direct result of performance on previous goals and pathways.

It is the duty of the Site Coordinator to actively monitor center schedules, and work with the Family Engagement Coordinator to ensure that needs of parents are heard and met. These individuals will also coordinate programming through volunteers/staff for non-core subject matter. To inform these decisions we are proposing a monthly survey, called Your Voice Matters (YVM) of after school participants to assess program satisfaction and increase overall engagement in activities by students and families.

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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

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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.

Each proposed site in this program will be a direct reflection of the Campus Needs Assessment and Campus Improvement Plan, and will work towards achieving the academic and social goals outlined in this application. Ensuring that each site maintains the high-quality programming that is necessary to truly impact those goals will be a main focus of district and campus staff. To begin we will make sure that evidence-based practices detailed on the Texas ACE website are included in all training for ResponsiveEd ACE staff and volunteers. The website will also serve as a foundation of resources to be used throughout the program timeline. We also commit to using research-based curriculum to support subject specific instruction and tutoring. As a district we utilize Study Island and Imagine Learning. Both programs are well known for their positive impact on student achievement, specifically related to improve standardized test scores.

As a program we intend to participate in a continuous improvement cycle. This requires that data be collected and processed by district level staff, and disseminated to centers to guide program improvement in real-time where it is needed. Surveys and student performance measures (i.e., assessment and attendance data), will be used to determine progress toward goals and center-level quality. Additionally, each site will use the Quality Self-Assessment Tool provided by the New York State Network for Youth Success. This research-based assessment will measure ten components of program quality, and based on those results sites will address any highlighted area of improvement needed. The project director and site coordinator will detail plans to achieve and maintain quality programs. Texas ACE resources, continuous improvement plans, rigorous curriculum, research-based programs, and the Quality Self-Assessment Tool will ensure that each center applies best practices to support academic achievement and positive student development.

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.

All seven after school programs will be held at the proposed campus site. ResponsiveEd does not provide school bus transportation for students; Transportation needs are the responsibility of the parent/guardian. However, where appropriate, ResponsiveEd works with families to utilize public transportation. Students who need to use this form of transportation are reimbursed by the funds budgeted in the other operating cost section of the grant application. Public transit reimbursement will be available during school year and summer sessions. It should be noted, that parent feedback showed that many transportation issues would be solved by student participation in after school programming.

To make sure that all students participating in the program travel safely to and from each center and home the following guidelines will be followed:

1. During registration parents will list how their child will be picked up each day and they will be required to list any adults authorized to pick up their student.
2. Site Coordinators will take daily attendance to keep count of the number of students who checked-in for the day
3. Only ResponsiveEd ACE staff will be allowed to release a student to an authorized adult.
4. Each site will have a daily sign-out sheet that every adult must sign. Valid Identification must be shown to pick up a child.
5. Any student walking to or from campus must have authorized permission from a parent/guardian.

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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.

To disseminate information with the community, the ResponsiveEd Marking and Communications department will use campus and district websites, as well as approved social media platforms, to communicate center locations, program offerings and times, program goals, and progress throughout the year.

To communicate directly with parents and families of participants regarding weekly schedules, upcoming events, and any program updates or changes we will use the ResponsiveEd district communication platform, ParentSquare. This internal platform is electronic and will send notifications through email or text directly to each parent ensuring receipt. Information about the centers can also be disseminated to the district through weekly publications of "Nuts and Bolts" and quarterly editions of the "ResponsiveEd Round Up" that are distributed to every ResponsiveEd employee and families of students. All informative material will be in accordance with Texas ACE and ResponsiveEd guidelines.

To disseminate site specific information directly to the participating campus, the Project Director, Site Coordinator, and Family Engagement Coordinator will work closely with campus leaders to distribute program information in English and Spanish to parents through campus letters, posters, and campus PTA meetings. As a district we intend to create a dedicated website for ResponsiveEd ACE centers. This website will highlight each center, detail the times locations, share program goals, and celebrate student progress.

Detailed reports of annual program status, participation, progress, and achievement of program goals, will be disseminated among all elements described above.

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.

Each of the sites proposed here serves a large proportion of economically disadvantaged students as well as a large proportion of students who are considered "at-risk". These sites also serve EL students, and other special populations. It is the goal of this program to work seamlessly with other ResponsiveEd departments, specifically our Federal Programs Department, to provide resources and information regarding federal, state, and local programs. Resources for Title I, EL, and Special Education students that are funded through state and federal programs will be provided during the regular school day, and any additional information or resources regarding those programs will be disseminated directly to parents and families during after school programs. Currently these programs do not fund after school activities at these sites, however we will leverage these programs to inform curriculum and instruction to support in-school activities and learning.

Because our schools are located across several different geographic regions we are asking that site coordinators and family engagement coordinators seek out local opportunities of support for the individual sites. We hope to develop relationships and partners with local resources like Public Libraries, Parks and Recreation departments, and other community resources to support each family. Utilizing local volunteers with expertise that support families and students will bolster the program by adding to already high-quality, rigorous curriculum and instruction. These volunteers will offer hands-on STEM, art education, and healthy living opportunities for students, learning and technology opportunities for parents, and various other resources to support community engagement.

By coordinating all levels of resources and programs for families we create a bridge over potential barriers that prevent student achievement and social success. Being an active part of the local community promotes a collective feeling of support and connection ensuring that all parties are engaged in the success of the students.

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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.

ResponsiveEd is a 501 (c) (3) non-profit organization that has operated 80 programs over the past 23 years. We have prioritize creating sustainable programs that will continue to grow with the community and our organization. It is our goal to ensure the resources provided by this grant assist in the continuation of the program. If awarded, ResponsiveEd ACE sites will utilize grant funds to purchase items that are allowable and have longevity for the future, inclusive of supplemental curriculum, providing additional professional development that build high-quality instructors. These resources will have a lasting impact on student achievement and engagement at the proposed sites. ResponsiveEd will also leverage partnerships with local community and educational partners that support our mission to assist staff and students beyond grant funding.

It is the intention of this program proposal to create a high-quality after school program that can be replicated in other schools to support the individual needs of each campus. Our plan is to collect and analyze all data gathered during the grant period and create a strategic plan to continue operation beyond this funding period. Through this proposal and award the continual data and improvement cycle needed for program requirements, and overall program success, we will be able to show evidence of the positive impact these programs can have on other campuses within our organization. This evidence will be presented to the Board to support internal funding, as well as pursuing various external funding sources. Our executive team is in support of pursuit of various supplemental funding sources.

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)

ResponsiveEd will employ a targeted volunteer recruitment approach for local communities surrounding each campus location. Volunteers will be recruited through our internal and campus communication platform, social media, and district and campus websites. The focus will be on recruiting approximately 5-10 volunteers for each site that can provide expertise in non-core subject program offerings that each site has prioritized (i.e., ESL services, technology, STEM instruction, art, health and physical activities). The Family Engagement Coordinator will lead this endeavor and work with district communication staff to facilitate information about the program, and leverage current volunteer partnerships. Additional volunteer networks will be used for summer programming. All volunteer's 18 and up must to adhere to ResponsiveEd volunteer screening process to begin working at any ACE site. Appropriately qualified 13-17 year old volunteers will also have the opportunity to apply but must be vetted and approved by ResponsiveEd staff. Volunteer opportunities can serve as the fulfillment of community service requirement for ResponsiveEd high school students (this will need approval by both the site, and volunteer's campus leadership). Opening volunteer application to younger adults will give students the opportunity to commit to the community and campus.

All volunteers are required to submit a district volunteer application, agree to undergo a background check through a third party used by ResponsiveEd, and be approved by individual center staff. Filling out the application confirms that a volunteer agrees to the responsibilities listed on the District website for after school programs and must uphold ResponsiveEd's mission and follow district policies for staff and volunteers. This application must be renewed each year. Once volunteers are approved, they will receive an ACE Volunteer handbook created by the Project Director and Site Coordinators to specify needs and responsibilities for this specific volunteer position.

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.

Participation in the after school programs will be targeted at those students within each campus who score below grade level on district or state assessments. The district communications department will work with campus leadership and the project director for this grant to provide detailed information for each center, including eligibility, program goals, schedules, and opportunities offered. Recruiting eligible students will happen in two phases, those students who score below grade level, and any students recommended by a classroom instructor. In an analysis of after-school programs Durlak et al. (2010) discovered an overall positive and significant effect for after-school programs across child self-perceptions, increased social behavior, school bonding, reduction in behavioral problems, and academic test and school grade achievement. Other studies also identify a need for regular attendance to see these impacts.

We will work directly with families to help them understand the benefits of participating in after school programs and the potential for positive student outcomes to encourage retention. For each participant we are encouraging attendance on three out of five days each week offered during the school year, with a minimum of 40% attendance, throughout the school year. For summer program offerings we encourage participants to attend five out of six weeks offered, with a minimum of 40% attendance throughout the summer period. By offering high-quality, unique, and engaging programming these centers will be able to recruit and retain students in the program over time.

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.

Campuses within the ResponsiveEd organization are tasked with an annual Campus Needs Assessment (CNA). This allows for campuses to review current activities, programs, initiatives, and academics. It also allows for a review of the previous year's goals in all areas of campus improvement. The CNA then informs the Campus Improvement Plan (CIP) for the following year. All CIPs must identify areas of concern (academic or otherwise) and detail goals for how to address that concern. This year's CNAs, and subsequent CIPs, for our schools with the most academic need and serving the highest proportions of at-risk students, showed a consistent need for afterschool programming that could aide with targeted academic support and bolster student and family engagement. Several of the CNAs specifically addressed the need for after school programming to combat absenteeism during the regular school day. Each of the seven sites proposed here submitted an individual proposal for operations schedule, staffing needs, desired supplies and technology, and tentative topics to be offered for student and parent activities. Common themes were apparent in each plan. All sites see a need for early literacy intervention, extended time for targeted tutoring and academic support, enrichment activities to support whole child growth, professional development for student social-emotional learning, and opportunities to support and engage with families. The goals and plans listed in the previous sections detail our methods for achieving academic growth, improved campus attendance, increased pro-social behaviors, and improved family engagement. The continuous improvement cycle of data and feedback will allow for each site to maintain high-quality programming and be an effective center for learning and excellence.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

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

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

12. Request for Grant Funds

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

Payroll Costs

1.	Project Director (Salary + Fringe)	\$74,250
2.	Site Coordinator (Salary + Fringe)	\$399,805
3.	Family Engagement Specialist (Salary + Fringe)	\$171,345
4.	.5 Data Specialist (Salary + Fringe)	\$22,846
5.	Instructional Aids/Certified Staff (Salary + Fringe)	\$466,973

Professional and Contracted Services

6.	Professional Development	\$7,000
7.	Enrichment Activities	\$35,000
8.		
9.		
10.		

Supplies and Materials

11.	IT (approved IT items needed for student learning)	\$140,000
12.	Supplies that do not require approval	\$35,000
13.		
14.		

Other Operating Costs

15.	Travel	\$8,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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



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

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

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: From **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):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

For TEA Use Only:

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

RFA/SAS # **701-21-102**

2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1

Page 1 of 15

*School dates for 2021-2022 school year are not finalized, all dates are pending.

Center Operations Schedule						
County-district number or vendor ID: 1752748762						
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	221801052	Vista Academy of Beaumont, 10255 Eastex FWY., Ste. 100., Beaumont, TX 77708, (972)-316-3663		KG-5	39%	25%
2	221801026	Vista Academy of Garland, 3024 Anita Dr, Garland, TX 75041, (972)-316-3663		KG-8	48%	25%
3	221801057	Vista Academy of Humble, 901 Wilson Road., Bldg B, Humble, TX 77338,		KG-5	39%	25%
4	221801005	Huntsville Classical Academy, 7174 S Hwy 75 S., Huntsville, TX 77340, (972)-316-3663		KG-8	35%	25%
5	221801062	Mainland Preparatory Academy, 319 Newman RD, La Marque, TX 77568, (972)-316-3663		PK-8	54%	25%
6	221801055	Vista Academy of Pasadena, 6109 Fairmont Pkwy, Pasadena, TX 77505, (972)-316-3663		KG-6	47%	25%
7	221801050	Vista Academy of The Woodlands, 6565 Research Forest Dr., The Woodlands, TX 77381, (972)-316-3663		KG-8	35%	25%
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	221801052	Vista Academy of Beaumont, 10255 Eastex FWY., Ste. 100., Beaumont, TX 77708					KG-5	39%	25%				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			9/6/2021			12/17/2021			14				
Spring Term			1/10/2022			4/29/2022			15				
Summer Term			6/6/2022			7/22/2022			6				
Total number of weeks:									35				
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	8:30			1:30	
Tuesday			3:30	6:30			3:30	6:30	8:30			1:30	
Wednesday			3:30	6:30			3:30	6:30	8:30			1:30	
Thursday			3:30	6:30			3:30	6:30	8:30			1:30	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				20				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Campus specific family learning events, Family Literacy Night												
Parent/Legal Guardian Activities	English as a Second Language (ESL) courses, Technology Training, GED Courses												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	221801026	Vista Academy of Garland, 3024 Anita Dr., Garland, TX 75041					KG-8	48%	25%				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			9/6/2021			12/17/2021			14				
Spring Term			1/10/2022			4/29/2022			15				
Summer Term			6/6/2022			7/22/2022			6				
Total number of weeks:									35				
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	8:30			1:30	
Tuesday			3:30	6:30			3:30	6:30	8:30			1:30	
Wednesday			3:30	6:30			3:30	6:30	8:30			1:30	
Thursday			3:30	6:30			3:30	6:30	8:30			1:30	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				20				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Campus specific family learning events, Family Literacy Night											
Parent/Legal Guardian Activities		English as a Second Language (ESL) courses, Technology Training, GED Courses											

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	221801057	Vista Academy of Humble, 901 Wilson Road., Bldg B, Humble, TX 77338					KG-5	39%	25%				
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		9/6/2021			12/17/2021			14					
Spring Term		1/10/2022			4/29/2022			15					
Summer Term		6/6/2022			7/29/2022			7					
Total number of weeks:								35					
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	8:30			1:30	
Tuesday			3:30	6:30			3:30	6:30	8:30			1:30	
Wednesday			3:30	6:30			3:30	6:30	8:30			1:30	
Thursday			3:30	6:30			3:30	6:30	8:30			1:30	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				20				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Campus specific family learning events, Family Literacy Night											
Parent/Legal Guardian Activities		English as a Second Language (ESL) courses, Technology Training, GED Courses											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	221801005	Huntsville Classical Academy, 7174 S Hwy 75 S., Huntsville, TX 77340					KG-8	35%	25%			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		9/6/2021			12/17/2021			14				
Spring Term		1/10/2022			4/29/2022			15				
Summer Term		6/6/2022			7/22/2022			6				
Total number of weeks:								35				
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	8:30			1:30
Tuesday			3:30	6:30			3:30	6:30	8:30			1:30
Wednesday			3:30	6:30			3:30	6:30	8:30			1:30
Thursday			3:30	6:30			3:30	6:30	8:30			1:30
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Campus specific family learning events, Family Literacy Night										
Parent/Legal Guardian Activities		English as a Second Language (ESL) courses, Technology Training, GED Courses										

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	21801062	Mainland Preparatory Academy, 319 Newman RD, La Marque, TX 77568					PK-8	54%	25%				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			9/6/2021			12/17/2021			14				
Spring Term			1/10/2022			4/29/2022			15				
Summer Term			6/6/2022			7/22/2022			6				
Total number of weeks:									35				
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	8:30			1:30	
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Wednesday			3:30	6:30			3:30	6:30	8:30			1:30	
Thursday			3:30	6:30			3:30	6:30	8:30			1:30	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				20				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Campus specific family learning events, Family Literacy Night											
Parent/Legal Guardian Activities		English as a Second Language (ESL) courses, Technology Training, GED Courses											

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 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	221801055	Vista Academy of Pasadena, 6109 Fairmont Pkwy, Pasadena, TX 77505					KG-6	47%	25%				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			9/6/2021			12/17/2021			14				
Spring Term			1/10/2022			4/29/2022			15				
Summer Term			6/6/2022			7/22/2022			6				
Total number of weeks:									35				
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	8:30			1:30	
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Wednesday			3:30	6:30			3:30	6:30	8:30			1:30	
Thursday			3:30	6:30			3:30	6:30	8:30			1:30	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				20				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Campus specific family learning events, Family Literacy Night											
Parent/Legal Guardian Activities		English as a Second Language (ESL) courses, Technology Training, GED Courses											

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 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	221801050	Vista Academy of The Woodlands, Research Forest Dr., The Woodlands, TX 77381					KG-8	35%	25%				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			9/6/2021			12/17/2021			14				
Spring Term			1/10/2022			4/29/2022			15				
Summer Term			6/6/2022			7/22/2022			6				
Total number of weeks:									35				
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	8:30			1:30	
Tuesday			3:30	6:30			3:30	6:30	8:30			1:30	
Wednesday			3:30	6:30			3:30	6:30	8:30			1:30	
Thursday			3:30	6:30			3:30	6:30	8:30			1:30	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				20				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Campus specific family learning events, Family Literacy Night											
Parent/Legal Guardian Activities		English as a Second Language (ESL) courses, Technology Training, GED Courses											

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 #	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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
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												

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 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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
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												

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 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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
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												