



**2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 12, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

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 08/01/2023 to 07/31/2024 **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 UEI

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 NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

-----DATA SOURCES & STAKEHOLDER FEEDBACK: To evaluate the community needs and resources for the proposed Cycle 12 campuses, the ACE Austin Project Director partnered with AISD's Office of Innovation and Development (OID) to conduct a needs assessment and gather stakeholder feedback. They analyzed district and campus data, student demographics, current programs, accountability results, Campus Improvement Plans (CIP), 2021-22 student climate surveys, Cycles 10 & 11 student and parent surveys, and other asset mapping tools. They engaged stakeholders (ACE Austin staff, partners, students, and parents; campus and AISD administration; community organizations; and AISD Out of School Time providers), asking critical questions such as: Where is the need? Which students need services? What needs are most pressing? What resources are available/not available? Where are the gaps? What changes should be made to existing programs?

-----IDENTIFIED NEED: Through this community visioning, ACE Austin selected 10 campuses serving 5,270 students as the proposed Cycle 12 Centers (7 elementary, 1 middle, 2 high) using student demographics and academic and overall student success outcomes. The student populations at these campuses represent the highest-needs students in AISD, exhibiting the highest need for additional support. At the Centers, 4,563 students are Economically Disadvantaged (71.1% to 92.4% of the total campus population), compared to a district average of 51.9%. 9 of the 10 campuses are below the district average for "meets grade level" in reading and math. Strategic Plan findings indicate ACE Austin is a foundational part of all 10 Centers' campus communities. Without ACE Austin, these campuses would have less partner activity, after school services, and student/family offerings than other AISD schools. Cycle 12 schools are the same as Cycle 10, which ensures continuity of services for students and families, increases service duration, and prevents a gap in after-school support. The Centers align with feeder patterns for middle and high school. ACE Austin found that students with more years of program participation had better STAAR passing rates, attendance, and grades than those with less (Zhao et al., 2018). TEA finds that program impact positively correlates with dosage and increased academic, behavioral, and overall student success.

-----ADDRESSING NEEDS: ACE Austin will address needs, including the needs of working families by: (1) Integrating ACE Austin into CIPs to coordinate intervention efforts. Site Coordinators (SC) will be on campus leadership teams; (2) Targeting students who demonstrate a need for intervention and providing activities that complement the school day such as High Impact Tutoring (HIT) using High Quality Instructional Materials (HQIM); (3) Providing high-quality, intentional family engagement offerings that connect parents to the school and community and offer learning opportunities working families could not otherwise access; (4) Utilizing existing campus programs and resources to extend school day learning.

-----TARGETED PARTICIPATION: ACE Austin identified participation numbers using various factors: percentage of campus population; the existence of other campus programs; previous ACE Austin participation numbers; attendance rates in TX21 (for students that met 60 days); the number of secondary students likely to attend for 60 days given the transit rate of campus. The targeted number (680) is based on the percentage of students needing accelerated learning support.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

-----SMART GOAL BENCHMARKS-----

- (1) Improve academic performance in reading and math: For grades K-8, ACE Austin will use MAP (Measures of Academic Progress) growth assessments; MAP scores for implementation and evaluation; and BOY, MOY, and EOY scores (Beginning, Middle, and End of Year) for setting goals and charting progress during the year. For grades 9-12, ACE Austin will track English Language Arts and Mathematics credit completion toward Texas graduation requirements, and students will show progress by accumulating yearly progress toward their diplomas.
- (2) Improve school-day performance: Chronic absenteeism is an issue at all ACE Austin campuses, especially Middle and High Schools. In 2020-21, ACE Austin participants had higher average daily attendance (ADA) than non-participants (91% vs. 88%). Given past success, ACE Austin has set a goal to maintain high average attendance as well as show a 3% or larger than average attendance compared to non-participants.
- (3) Improve student engagement in learning and family engagement: Student and family engagement data will be collected for program evaluation. Short and accessible surveys will be sent to ACE Austin parents to gauge satisfaction and engagement (e.g., level of welcoming by staff and availability of information). School-day teacher surveys will include student engagement (e.g., active learning, interest in material, asking questions, working with teachers and peers, etc.). Teachers will use a Likert Scale (strongly disagree to strongly agree) to rate the improvement they have seen in engagement in each ACE Austin student they teach.

-----STRATEGIES TO ACHIEVE PROGRESS TOWARD MEETING SMART GOALS-----

- (1) Align with the school day: Site Coordinators serve on the Campus Advisory Council (provides SCs data about campus needs) and the Child Study Team, AISD's positive behavior intervention and support framework (provides SCs data about student needs). SCs participate in district and campus professional development to gain in-depth understanding of Campus Improvement Plans (CIP) and school-day curriculum. Proactive participation in school-day planning, resources, and data allow ACE Austin to meaningfully connect to campus academic needs.
- (2) Recruit and retain students: ACE Austin's three-phase recruitment plan* will include open enrollment to address the needs of working families, targeted recruitment to target students who need intervention, and ongoing recruitment based on availability. *See question 8.1 below.
- (3) Recruit highly-qualified staff: ACE Austin utilizes AISD resources, job fairs, job postings, advertising at centers, and Learn All The Time (a coalition providing ongoing professional development, capacity building, and sustainability for OST programs in Central Texas) to recruit qualified district and afterschool staff.
- (4) Engage with adult family members: The Program Specialist will work with campus Parent Support Specialists and Family Resource Centers to provide intentional family engagement that connects parents to the school and community and opportunities that working families could not otherwise access.
- (5) Ensure strong program operations: SCs serve as the primary contact for afterschool activities, ensuring the transition from the school day to afterschool is safe and efficient. SCs conduct daily program walk-throughs. SCs and Program Director conduct ongoing observations using the ACE Austin Quality Observation Checklist (QOC), share results, and provide coaching if needed. Data is shared with ACE Austin partners.
- (6) Monitor fidelity of program implementation: Data-informed progress is a critical component of program implementation and evaluation. To that end, ACE Austin conducts ongoing program monitoring and evaluation to track progress toward goals, outcomes, and modify the program as necessary. Student data is provided through multiple access points to target students. The ACE Austin evaluation team provides expertise in tools to collect and understand data. SCs participate in professional development and data digs to make sense of student, campus, and district data and align program goals throughout the year. Outcome evaluation runs concurrently to implementation evaluation and aligns with district goals and priorities.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

ACE Austin works with the Office of Innovation and Development (OID) evaluation team to explore data, measure progress toward goals, and modify the program as needed. This includes (1) Analyzing data from AISD sources: student academic, behavior, and engagement indicators; attendance outcomes from report cards; feedback from student and parent surveys; program observation results from the ACE Austin QOC, an observation tool aligned with evidence-based practices; (2) Sharing results with stakeholders for feedback and suggestions for program modifications; (3) Modifying the program and activities based on evaluation data to ensure progress towards the benchmarks and summative SMART goals. ACE Austin will use annual program-wide evaluation conducted by OID to design program strategies and activities that help students meet academic standards and achieve overall success. If students are not on track to reach improvement in MAP scores, students can transition into HIT classes for targeted tutorials in reading and/or math. If attendance goals are not being met based on average daily attendance or TX21 rosters, students and parents/caregivers will be contacted to discuss the reasoning for the missed days and if the student's program schedule needs to be adjusted so that students can improve attendance. OID evaluation will track school day attendance, and SCs will monitor TX21 data to ensure there are no discrepancies in student attendance. OID will use progress monitoring, surveying, and data digs to curate localized structures and content as well as understand program implementation at Centers. Pulse surveys following every family engagement event will help ACE provide relevant content to families during the year, and yearly survey data will help us organize our partners, classes, and organizational structures to meet the needs of our stakeholders. This iterative data and feedback-driven process are necessary to develop needs-based programs and ensure future program sustainability. ACE Austin's previous use of this process has proven successful at increasing outcomes for ACE Austin participants over time (Zhao et al., 2018; Andrews et al., 2018, De la Cruz & Christian, 2022).

7. 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 applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, 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.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

Proposed program activities will improve student academic achievement and overall student success because they are aligned with the school-day, are academic and enriching, incorporate student choice, engagement, and SEL strategies; and are observed and assessed through a continuous cycle of improvement. In the most recent ACE Austin Cycle 10 evaluation, a student survey showed participants believed afterschool programming had a positive effect on character traits (87%), helped them understand homework (78%), achieve better grades (85%), college and career readiness (82%), and helped their future (83%) (De la Cruz & Christian, 2022).

-----ACE Austin's three-phase student recruitment plan ensures the students who will most benefit from the program enroll and that activities are well attended. Multi-year recruitment across campuses (i.e., feeder schools) will also be utilized to retain ACE Austin students as they transition into higher grades. Open recruitment meets the needs of working families and ensures that students who need safe and supportive space after school do not have to wait for service; targeted recruitment includes reviewing student data, grades, attendance, and discipline to target students who need intervention; ongoing recruitment will ensure all children in a family can be on the same school schedule by recruiting siblings.

-----TARGETED ACADEMIC SUPPORT: Academic Intervention, High Impact Tutoring (HIT), TCLAS Decision 11 (TCLAS TEA initiative) and Twilight Credit Recovery Program (local initiative): TCLAS provides 1:3 tutoring using High Quality Instructional Materials for 30 minutes for 90 days. Twilight provides options for credit recovery, grade repair, and attendance makeup for students who are at-risk of academic failure. Integrating and supplementing (adding staffing to increase the number of grade levels of students being served and the number of hours for programming) these initiatives will allow all 10 Centers to maximize resources through AISD programs aligned with school-day curriculum. Students will participate in programming that will directly target academic support (students in grades K-8 will participate in HIT tutoring) as well as credit recovery (secondary students). Opportunities for homework help are provided every day for elementary, middle and high school students during the academic year. During the summer we partner with the school to extend the day for academic programming on elementary and middle school campuses. At high schools we partner with Texas Success Initiatives (TSI Prep) to supplement and extend the program to additional students and increase program days and times for those incoming Freshman.

-----STUDENT INTEREST-BASED ACADEMIC ENRICHMENT: Partner organizations, AISD teachers, and other vendors provide enrichment activities in college and career readiness, service learning, physical fitness, health and wellness, fine arts, SEL, STEM, and more. Activities are chosen based on alignment to TEKS standards, school-day curriculum, and Campus Improvement Plans. All activities are documented using a standardized lesson plan template.

(1) Partner-led: Creative Action facilitates SEL enrichment, 4-H Capital and Latinitas facilitate STEM enrichment, and Austin Bat Cave facilitates ELA enrichment. ACE collaborates with AISD's Adult Ed to provide additional resources and classes to ACE families.

(2) AISD teacher-led: Enrichment is guided by student voice and choice (results from surveys and informal information gathering with students), and student needs (specific areas for academic improvement), AISD teachers lead activities such as journalism, cooking, yearbook, photography, robotics, Lego Zoo, and NASA explorers.

(3) Vendor-led and volunteer activities: Centers have access to more than 60 youth and family enrichment vendors that have been vetted through a district Request for Proposal (RFP) and 30 volunteer organizations that have been screened through Austin Partners in Education (APIE). Vendors lead various activities (e.g., cooking, photography, lacrosse, music, instruments, etc.), and selections are based on student interests and needs.

-----FAMILY ENGAGEMENT: In 2021-2022 ACE Austin served 391 families throughout the 10 campuses; all families participated in at least one meaningful event, a trend ACE Austin plans to continue. Family surveys showed that the greatest benefits of family engagement was connecting with their student's school (49%) and learning new skills (32%). In partnership with the campus Parent Support Specialists and Family Resource Centers (local initiatives): 3 types of ongoing family engagement activities will be offered: 1) Weekly parent workshops (e.g. English as a Second Language, Adult Basic Literacy, Parenting); 2) Weekly family workshops (e.g. cooking, writing, crafting); 3) Monthly family events (e.g., fitness, STEM, cultural events, SEL, and fall/spring campus showcases). Additional program hours and weeks may be offered to accommodate the preferences and needs of families.

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8. Statutory/Program Requirements (Cont.)

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

ACE Austin uses 5 evidence-based practices from the U.S. Department of Education to complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development:

(1) Align program schedule with the school day: SCs are members of the Campus Advisory Council and Child Study Team. ACE Austin is included in every Campus Improvement Plan. Partners provide support during the school day and participate in campus engagement efforts. AISD teachers and staff lead activities. Activities follow TEKS-aligned lesson plans.

(2) Maximize participation and attendance: SCs track attendance daily and conduct outreach to families as needed.

(3) Adapt instruction to individual and small group needs: High Impact Tutoring and Twilight Credit Recovery provide tutoring intervention and credit recovery.

(4) Provide engaging experiences based on student interest.

(5) Assess performance and improve program quality: ACE Austin relies on research-based improvement systems created by the Weikart Center for Youth Program Quality Assessment (YPQA) and the Youth Methods Series (YMS). The YMS/YPQA align with a hierarchical pyramid of program quality in the following order: safe and supportive environment, interactions, engagement and youth-centered. Quality standards from the YPQA are integrated in the ACE Austin frontline orientation and ACE Austin QOC. Staff and volunteers must complete an orientation before working with students, and activities are observed using the ACE Austin QOC on a bi-weekly basis. SEL enrichment is aligned with the Harvard's Mindsets, Essential Skills and Habits (MESH) framework, which outlines mindsets, skills, competencies that matter for long-term success and are measurable by student self-assessments.

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

3. 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.

To ensure transportation is neither a barrier to program participation nor a safety concern, ACE Austin staff regularly assesses the transportation needs of participating students, which vary by campus. There is only one feeder school in the proposed Cycle 12 campuses, which is housed within the same campus as the ACE Center. As a result, transportation to centers is not needed during the school year. Travel primarily occurs to and from specific program areas on campus (cafeteria, gym, office, classrooms, playground, etc.) and from the program to home. In the summer, travel includes educational field trips. ACE Austin coordinates bus transportation for students who live beyond a certain distance from campus per AISD transportation guidelines.

ACE Austin follows strict protocols to ensure the safety of participating students, namely:

(1) Parents/guardians are required to indicate on ACE Austin enrollment forms the method of transportation their child will take home: pick up by a designated adult, AISD and/or City of Austin bus, or walking home.

(2) Participants are immediately signed in and out of program rosters upon arrival and departure by ACE Austin staff, parents/guardians, or other designated adults.

(3) All adults picking up students are required to show ID.

(4) Participants are not allowed to leave with adults not listed on registration forms.

(5) Participants who walk home are assisted by ACE Austin staff and dismissed early to walk in groups. ACE Austin staff also lead neighborhood walks to ensure safe arrival for participants who walk home.

(6) After school dismissal, students at elementary centers are picked up from their classrooms by ACE Austin staff, dropped off by AISD staff, and accompanied by program staff at all times.

(7) ACE Austin will provide AISD bus transportation to and from summer programs to transport students to and from the Center safely.

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8. Statutory/Program Requirements (Cont.)

4. 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. Describe the applicant's plan to inform the community about the center and participating in the program.

If awarded, ACE Austin leadership and SCs will facilitate a comprehensive outreach campaign to inform the district, trustees, campuses, and communities served by the ten centers about ACE Austin, its locations, and the registration process. AISD will translate all outreach information into languages other than English to ensure all communication is understandable and accessible for AISD's diverse student population, including ACE Austin enrollment forms and parent handbooks. Outreach includes fliers, campus and community newsletters, district website, and social media.

At the campus level, SCs will disseminate information through the campus website, AISD website, campus newsletters, beginning-of-year information packets, student take-home folders, fliers, school messenger, personal outreach, campus social media, the Campus Advisory Council, and campus administration; in addition to campus events such as Back-to-School Night, Fall/Spring Open House, parent meetings, ACE Austin registration, and culminating events. ACE Austin partners, contracted vendors, and AISD Family Resource Centers will also disseminate information. At the end of the school year, ACE Austin hosts an AISD Afterschool Showcase for students who participate in AISD OST programs to display their work, perform, and present what they learned throughout their participation. This community event provides another opportunity to highlight and share information about ACE Austin.

Summer programs outreach will target students who have not reached their HB 4545 targeted hours and secondary students who need credit recovery. If the school has summer programs, ACE Austin will extend program hours and recruit siblings to address the needs of working families. ACE Austin will partner with administrators and teachers to identify and target students with the highest need for additional academic support and families needing child care.

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

By providing OST services to AISD for more than 20 years, ACE Austin has developed long-standing relationships with the community, organizations, and family members who provide volunteer services. By utilizing trained volunteers, ACE Austin maximizes resources and fiscal efficiency, expands its program and family engagement offerings, maintains low student-to-staff ratios, and complements the expertise of its professional staff.

ACE Austin will utilize volunteers to provide enrichment opportunities and serve as tutors. ACE Austin may have individuals who apply to volunteer directly with AISD schools or work through community organizations. Volunteer organizations offer expertise in various focus areas, from fine arts (music education) to sports (lacrosse and tennis), cooking, and healthy lifestyles. Individuals who volunteer support the program as tutors, mentors, instructors, classroom assistants, or assisting with homework. Ongoing volunteers must undergo screening through AISD's Student Support Services and Austin Partners in Education (APIE). Volunteers must also complete an application through APIE, including a criminal background check. Site Coordinators receive a notification when a volunteer is approved to work.

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

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8. Statutory/Program Requirements (Cont.)

6. 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 and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

ACE Austin will coordinate federal, state, & local initiatives to maximize resources & meet annual shared goals:

-----STATE & FEDERAL INITIATIVES: In late 2022 the district was awarded a federal Full Services Community Schools grant which will serve 2 ACE Austin centers with wraparound family supports through a combination of school, partner, and community planning. This builds on the work of the TEA SSI Community Partnerships Grant NACER project which concluded in 2020. SCs and the grant Program Specialist will attend professional development and planning efforts to boost both grants. The proposed Cycle 12 campuses receive federal Title I funds and participate in the Community Eligibility Provision for campus-wide free breakfast/lunch service. Through these funds, ACE Austin students receive free evening meals.

-----LOCAL INITIATIVES (FUNDED BY TRAVIS COUNTY AND THE CITY OF AUSTIN, 10 Centers). (1) AISD Family Resource Centers: Aid with housing, healthcare, food pantry, and employment assistance; (2) AISD Parent Support Specialists: Help parents navigate school systems and provide referrals for social services (10 Centers); (3) Creative Learning Initiative: Teacher professional development about strategies to improve student attendance and student engagement (10 Centers); (4) Twilight Credit Recovery: Attendance, grades, & credit recovery support (6 Centers). Integration helps achieve positive growth in reading and math attendance and engagement in learning.

-----LOCAL INITIATIVES (FUNDED BY AISD). (1) Communities In Schools (CIS) staff connect students and families with community resources, mentoring, and small group and individual counseling (8 centers); (2) AVID (Achievement Via Individual Determination) provides college-preparation to academically and socially prepare students for success in college (10 centers). ACE Austin collaborates with the district on a secondary level for dropout prevention initiatives, High School Equivalency, and College and Career Readiness. Each Center will utilize campus security, food services, school nurses, and resource specialists to ensure each Center is an appropriate, safe, and equipped facility, codified in a memorandum of understanding (MOU).

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

AISD has a proven history of supporting out-of-school-time (OST) and sustaining former 21st CCLC-funded programs. The AISD School Board is committed to providing high-quality OST opportunities for students and families, especially given how critical these opportunities are to address learning loss due to the COVID-19 pandemic. This commitment is demonstrated through AISD's work with community partners, youth-serving community-based organizations, private foundations, and local government agencies, which has resulted in AISD developing a funding strategy that supports OST programs in 72 low-income schools. 21st CCLC funding continues to be a vital component of that strategy. Using data that illustrates a positive impact on academics, attendance, and overall student engagement, ACE Austin leadership and partners will plan and participate in district-wide strategic resource coordination efforts led by staff from OI. This effort will ensure that OST is included as a featured topic at semi-annual Funder Round Table meetings, AISD Partnership Feedback Sessions, and other projects and initiatives, as appropriate and necessary to promote ACE Austin's sustainability.

The partners selected for this application are long-standing AISD partners, and each has committed to becoming part of the school community at the proposed Cycle 12 campuses. All partners will offer in-kind services at no cost and will have a meaningful presence at the campuses during the school day and OST hours. ACE Austin partners will work with campus leadership to develop sustainability plans customized to the needs of each campus. At least three times per year, partners will be invited to participate voluntarily in the ACE Austin Advisory Group, where campus-specific strategies are developed. ACE Austin will invite leaders from AISD's Prime Time (no-cost after-school enrichment), Third Base (fee-based after-school care) and Camp Heatwave (fee-based summer program), and leadership from the State and Local Initiatives integrated into the application to join the Advisory Group.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. 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

ACE Austin is applying for Statutory Priority 2 - Joint Partnerships. ACE Austin is submitting this application in partnership with five community-based organizations: 4-H Capital, Creative Action, Austin Bat Cave, Central Texas Food Bank, and Latinitas (see attached Letters of Support). Partners provide considerable resources, funding, curriculum, volunteers, free family engagement events, in-kind contributions, and content expertise. Many of our partner organizations provide services in AISD, but they are fee-based programs that are often unaffordable to the communities we serve. Partnering with these organizations through the 21st CCLC grant creates opportunities for students and families who would otherwise not have access to participate in programs at no cost. This joint effort creates sustainable partnerships within AISD that expand access to high-quality services for students and families.

The objectives of each partnership are to (1) Improve academic performance through school-day-aligned enrichment; (2) Improve family engagement through free family events; (3) Improve school-day attendance by embedding student engagement aligned with Weikart’s Youth Program Quality standards; (4) Increase community access to high-quality academic enrichment by expanding OST dosage; (5) Increase student engagement in learning with activities that encourage student voice and choice and skill-building; (6) Contribute to program sustainability.

PARTNER INFORMATION:

-----4-H (3 Elementary Centers): AmeriCorps members follow school day curriculum to facilitate weekly Science Extension both during and after school that emphasize math and science TEKS. 4-H creates STEM enrichment centers that can be used during and after school (e.g., makerspaces, school gardens, outdoor classrooms, agriculture classrooms or science labs). School-day teachers will have access to these centers to integrate into their lessons.

-----Creative Action (CA) (3 Elementary Centers): CA is a lead partner in AISD’s Creative Learning, Respect For All Anti-Bullying, and Social-Emotional Learning initiatives. CA provides arts-based learning and activities that are closely aligned to Texas Essential Knowledge and Skills (TEKS) in Fine Arts, SEL, reading and writing. Activity themes are determined by students in the categories of theater and performing arts, visual arts, digital media or film. CA will provide monthly family arts activities. CA will also provide a week of summer programming at Govalle ES.

-----Central Texas Food Bank (CTFB) (4 Elementary Centers): CTFB provides family and student nutrition education. CTFB will offer family classes in nutrition education, gardening, food preparation, and physical fitness.

-----Latinitas (5 Elementary Centers): Latinitas provides STEM education to youth who identify as females to promote girls in the sciences and expose them to STEM careers. Latinitas will provide free family STEM conferences.

-----Austin Bat Cave (ABC) (3 Elementary Centers): ABC provides academically enriching ELA programming that increases students’ joy for writing and provides an opportunity for students to become published writers. ABC also provides free family engagement through their “batmobile” that provides writing activities and free books.

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8. Statutory/Program Requirements (Cont.)

- 9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
 - a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
 - b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

-----PROGRAM PRIORITY 1 - PROGRAM IMPLEMENTATION-----

TCLAS Decision 11 is at four Cycle 12 centers and ensures more rigorous integration of HIT programming. This funding allows students to receive 1:3 tutoring for 90 days instead of 30 using High Quality Instructional Materials (HQIM). Students are identified and selected in collaboration between school instructional specialists, principals, and site coordinators. These students can also participate in programming for 3 hours a day, receiving academic and enrichment programming for four days a week. This targeted group will receive rigorous intervention. Program staff that has been trained on these products and programming can mentor and train other staff to integrate the HIT programming using HQIM (Zearn, ST Math, Amplify Reading, Amplify mClass, and IXL) into our other campuses.

ACE Austin has had opportunities to problem-solve and pilot this program through Decision 11 so that it can be seamlessly integrated into our overall program model. Site coordinators, teachers, principals, students, and parents have seen the benefits of the tutoring program and can help support and strengthen the extension of this program concept. AISD uses IXL, so integrating IXL into homework time will connect ACE Austin with the school day.

The Cycle 12 high school campuses participate in ECHS, P-TECH, and Work-based Learning (WBL). ACE Austin provides academic support to students in these programs during the school year. In the summer, ACE Austin is a partner to TSI Prep (Texas Success Initiatives) and its Summer Bridge Program, both of which supplement and extend the program to additional students and increase program days and times for those incoming Freshman. Summer Bridge is for rising 9th graders for ECHS and P-TECH that offers subject-specific academic preparation, college readiness, and social-emotional learning.

-----PROGRAM PRIORITY 2 - ACCELERATED LEARNING-----

Throughout TCLAS Decision 11 implementation, ACE Austin has trained several Site Coordinators, teachers, and TAs on the HQIM products and are currently integrating them into our homework time. ACE Austin will extend this practice to all 7 Cycle 12 elementary campuses, having students who do not have homework on HQIM during their homework time and having a more intentional academic opportunity for students. For students in K-2, ACE Austin will provide an hour of HQIM paired with an hour of an enrichment activity.

HIT will be integrated throughout afterschool time by pulling students out of their enrichment classes to participate in HIT tutoring. The targeted number of students to receive HIT was determined using needs assessment data and experience with TCLAS, and will allow for a selection of strong staff and a well-integrated program, with the ability to enlarge the program as staffing allows. Students will participate in 30 minutes of tutoring and academically-aligned enrichment activities that will provide them with real-world, hands-on experiences that can be applied in and out of the classroom.

ACE Cycle 12 will sustain HIT by supplanting HIT student funds when TCLAS is phased out in 2024.

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9. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	FTEs 100%: 1 Project Director, 1 FTE Program Specialist, 10 Site Coordinators	\$783,210
2.	Other FTEs: 1 Account Tech 50%, 1 Program Evaluator 50%	\$45,855
3.	Certified Teachers: Supplemental Hourly Pay for Academic Activities	\$180,000
4.	Support Staff: Hourly pay for TAs, Assistants, Custodians, Security	\$60,000
5.	Benefits	\$233,211

Professional and Contracted Services

6.	Partner SEL, STEM, ELA Enrichment	\$167,150
7.	Other Academic Enrichment Activities based on campus needs and student feedback	\$45,000
8.	Family Engagement Workshops	\$500
9.		
10.		

Supplies and Materials

11.	General Supplies for Teacher-led Academic Clubs	\$38,000
12.	Supplies and Food for Family Engagement	\$4,000
13.	Technology for Teachers and Students	\$21,000
14.		

Other Operating Costs

15.	Transportation for students	\$10,000
16.	Travel expenses to Texas ACE Training and OSTI-CON	\$10,000
17.	Mileage for campus visits for Project Director and Program Specialist	\$2,500

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$79,574

TOTAL GRANT AWARD REQUESTED: \$1,680,000

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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