



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](mailto:competitivegrants@tea.texas.gov)

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

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

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

**Amendment Number**

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

**1. Applicant Information**

Name of organization

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
Academic Performance- Less than 35% of students overall have achieved targeted mastery level in the areas of reading writing and math.	Provide academic enrichment, targeted teaching, intervention and tutorials to identified high need students during out of school time based on campus and individual student's needs assessments, performance and academic outcomes in literacy and math.
Economically disadvantaged and minority students receive 3 times more referrals for behavior incidents and face significantly more barriers to regular school attendance than the all student group.	Provide innovative and engaging learning activities during out of school time that motivate students to attend school regularly, increase appropriate behavior and develop college/career goals. Provide access to intervention for students who require additional time over and above the regular school day.
Only about 15% of parents and families of at risk students currently attend family engagement and involvement events.	Offer families opportunities for active engagement in their child's education including access to literacy and educational development for parents/adults. Develop flexible schedules for these activities that accommodate working families and families with younger children.

**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.

EISD will provide community learning centers at 6 campus sites within the district. The Project will recruit and retain high priority students and their families to participate in an ACE program designed to increase participant growth in school attendance by 25%, academic performance and grade point average by 9%, school connectedness and engagement by 25% and decrease disciplinary referrals by 9% (as measured by Attendance, Academic, Disciplinary and Behavior records and Pre/Post Survey Data). Implementation of the program will also increase participation and engagement of participants' families/parents by 5 percentage points per 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**

Develop a Program with 6 centers fully staffed and operational, contact all targeted students to enroll in the program with recruitment ongoing. Family Engagement activities have begun at all sites. Based on the Project's SMART Goals, Elgin ACE will collect baseline data on participants and programs at each site. Elgin ACE will continue recruitment efforts of newly prioritized students and collect these data as baseline upon entry. Systems will be in place to allow for consistent coordination between regular school day staff and ACE staff. Required data will be entered into the ACE system each Friday. First Quarter Benchmark data will be reviewed to determine individual growth of participants, program timelines and to inform continued improvement and implementation at all sites.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

ACE will Assess student attendance, academic performance, and behavior to determine progress toward the target growth measures. Active recruitment activity and retention of participants will continue. Attendance in after school time will also be reviewed to ensure participants are on track to meet minimum 45 day requirement. Systematic review of participant growth compared to all student group will be established to track closing of performance gaps. Progress will be compared for regular participants (on track for 45 days), other participants and non-participants to identify the rate of change for each group. A calendar for regular (at least monthly) parent engagement activities will be established at each site based on family needs and interest. Data will be reviewed to determine individual growth of participants, program timelines and to inform continued improvement and implementation at all sites.

**Third-Quarter Benchmark**

ACE will Review student attendance, academic performance, and behavior to determine progress toward the targeted growth measures as well as attendance during after school time. Site Coordinators and campus staff will implement processes to reach out to students lacking in the attendance area. Individual Family engagement activities that are incorporated into academic and enrichment activities will be occurring at all sites. Qualitative data collection(ie: surveys, focus groups, parent forums) for parent satisfaction, teacher satisfaction, and student satisfaction will be completed. All summative (annual) results including growth measures and ACE state level data will be included in an Annual Report which will inform stakeholders and ensure program improvement over the life of the project. Active recruitment and retention of participants will continue based on identified needs.

**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.

Quarterly-Benchmarks include data to measure the progress of the Project and are specifically linked to the Smart Goals. ACE will maintain its existing Advisory Committee of Parents, Community members and staff. EISD's ACE utilizes a formative evaluation plan for continuous improvement of the program as well as to address the unique barriers of individual students and families. Quarterly, EISD's Evaluator will create a report that utilizes baseline data for comparative analysis for the identified groups of Regular Participants, Participants, and Non-Participants. As indicated the First-Quarter will focus on the progress of participants compared to their personal baseline. The results will be presented to the Project Director, EISD Administration, and the Advisory Committee to review, identify areas for growth, and develop Action Plans to ensure improvement. Program staff will consult daily with regular school day staff and meet weekly with campus leadership. The Advisory Committee will meet quarterly to review processes and program data. This regular communication and collaboration will ensure the direct linkage of ACE to the regular school day. At the end of the Second-Quarter Review of data and comparative analysis will be completed. It is the intent of the Project to show that the high priority students recruited will show adequate progress towards Program SMART goal targets on Attendance, Academic Achievement and Disciplinary Referrals when compared to non-participants. Review will continue quarterly to monitor progress and make program adjustments. The ACE Program Staff and District Leadership will review outcome and qualitative data to determine the success of Ace Participants. Summative data reviewed at the end of the Third-Quarter will include quantitative and qualitative(ie: surveys, focus groups, participant evaluations). This outcome data will be analyzed to inform continuous improvement and program sustainability. Achievement of targeted outcomes will support sustainability and will continue to show Elgin ACE program essential to provide equitable opportunities and outcomes for high priority at risk students.

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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.

In Elgin ISD a Comprehensive Needs Assessment (CNA) drives campus and district goals and spending. This process is on-going with multiple opportunities in place to communicate needs. EISD Superintendent, Dr. Jodi Duron, regularly hosts “Community Coffee for all ISD stakeholders”, “Power Lunches” with district leadership and “Listening Tours” with each individual campus site. These forums provide for dialog regarding education issues, community and family needs. Input from all stakeholders is solicited and welcome. These processes also provided multiple opportunities for stakeholder input and review of the Elgin Afterschool Centers on Education (ACE) 2021-22 application prior to submission. Surveys of families, staff and focus groups specific to the proposed ACE program were completed. Each site also sought input and recommendations for needed enrichment and support of academic programs unique to priority students enrolled in their campus. In addition, student surveys of current participants were completed each semester to solicit student interest and voice in selecting ACE Program enrichment activities. The Results of Parent Surveys indicated 73% of parents reported that Regular Participation in ACE had improved their child’s attendance, behavior, and grades. Equally important was that 47.8% of parents reported that ACE had allowed them the ability to secure or improve employment. EISD’s students are 77.3% economically disadvantaged. African Americans who are 11.1% of the school population and Hispanics (68.3%) are disproportionately represented as economically disadvantaged. Academic performance indicators for these groups fall below the district and state average on standardized testing at each grade level and each category. Additionally, 31.1% of EISD Students are English Language Learners and 72.6% are identified by TEA as At-Risk. Historical outcomes and results as well as the most current CNA, community, staff and student input were used in drafting this grant application. To address the gaps and weaknesses identified in the CNA, the Elgin ISD proposes to continue the Elgin (ACE) Program that will address the diverse needs of economically disadvantaged families in Elgin. Local data indicate that economically disadvantaged students are performing below their peers in the classroom and on standardized tests. In addition these students have a disproportionate amount of behavior incidents and receive significantly more disciplinary referrals than the all student group. Based on needs documented in the above assessment data, Elgin ACE has targeted 760 high priority students. This numbers equals approximately 20% of elementary students and 10% of secondary students. A higher number proportionally is targeted at the elementary level due to evidence based practices documenting the positive impact of early intervention as well as consideration of other programs and interventions already available outside of school at the secondary level. To address Statutory Priority 1, it should be noted: All ACE students attend schools identified as comprehensive or targeted support campuses where the percentage of at risk students exceeds state average. EISD has developed an ACE Program targeting positive outcomes in the areas of: academic engagement, social-emotional learning, motivation for school attendance, school climate, career opportunities, family engagement in education and local activities that will improve community and economic resources. These areas are all identified in the CNA as well as the District level Strategic Plan and Campus Improvement plans. ACE has been designed to meet multiple community needs that allow greater employment opportunities, parent and family support, while increasing academic outcomes for students. The Project Director and Family Engagement Specialist along with Program Partners and each Site Coordinator will implement systems and work with district and campus staff as well as the CAC to monitor program data, individual student outcomes and the needs of students at each site to ensure continued recruitment and retention of high priority students in the program.

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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.

EISD will provide community learning centers at 6 campus sites within the district. It is the overall goal of the project to recruit and retain high priority students to participate in an ACE Program designed to increase participant school attendance, academic performance, and school connectedness as specified in Program SMART goal (measured by attendance records, academic assessments, grades and GPA, and behavioral incidents and disciplinary referrals). A second important priority is to increase engagement in education, access to needed resources and employment opportunities for families of targeted students. Activities and SMART goals designed to ensure Elgin ACE accomplishes these priorities include:

1. ACE will complete a comparative analysis between Regular Participants, Participants, and Non-Participants for each grade and subject competing state assessment/standardized testing. This comparison will be completed during the Summer Quarter when these data are available. Based on state assessment/standardized scores Regular Participants will show a 9% increase over baseline (past year).
2. ACE will complete a comparative analysis between regular participants(45 days or more), participants, and non-participants of grade reports and grade point average. This comparison will be completed at the end of the first and second-quarters. Student grade reports and GPA's will be compared to baseline, and each of the cohorts to determine if the Regular Participants show individual growth which includes a 9% increase over the increases of the Participants and Non-participants.
3. ACE will complete a comparative analysis between regular participants, participants, and non-participants disciplinary referral (including behavior incident report) rates. This comparison will be completed at the end of the first and second-quarters. Student behavior progress will be compared to baseline, and each of the cohorts to determine if the regular participants show a 9% decrease compared to rates of Participants and Non-participants.
4. ACE will complete student surveys during the first quarter (baseline) and the third-quarter (outcome). The qualitative surveys will include the questions to determine connection and engagement in school. Comparison of third-quarter results will be made to first-quarter baseline responses to measure the increase in school engagement by regular Participants and Participants.
5. ACE will complete Parent Surveys during the first quarter (baseline) and the third-Quarter (outcome). The qualitative surveys will include questions to measure parent perception of: 1. Their child's connection and engagement in school, 2. The positive impact of the Program on their child's academic performance and 3. The extent to which the program has improved employment or employment opportunities for parents. Comparison of third-quarter results will be made to first-Quarter baseline responses to measure the increase in parent perception of positive school engagement and academic performance as well as their satisfaction with responsiveness of the Program to the needs of working parents. The target increase is 25% over baseline.
6. ACE will complete a comparative analysis of student attendance. This will be completed during summer quarter as soon as data are available. Regular Participants will show a 25% increase in attendance over baseline.

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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.

Elgin ISD will implement the Elgin ACE Program using evidence-based best practices. Along with local partner Texas Center For Local Foods (TCLF), the Elgin ACE Program promotes healthy lifestyles, both physical and emotional, by engaging students and families in activities that promote healthy choices and lifestyles. In alignment with regular school day activities, Elgin ACE also implements the district's Coordinated Approach To Child Health (CATCH), which has over 100 peer-reviewed studies supporting its positive impact on healthy choices and lifestyle. Elgin ACE will also implement "Write Brain" in coordination with current campus school day activities. This program offers exciting Project-Based, Literacy-Building and Social-Emotional Skills-Building supplemental in school curricula & engaging after school programs. The 2020-21 ACE Blueprint is an important tool to guide formative assessment and capacity building within the Elgin ACE program. This Blueprint uses state, regional, and national networks and resources and strategies for identifying best practices. Community and campus needs assessments have indicated a need for programs that provide a continuum of activities to elementary, middle school, high school, and postsecondary students to promote successful transitions into postsecondary education. To this end, Elgin Career and Technology(CTE) Department has developed the College Dreamers class for elementary using the Xello curriculum as well as after school labs for industry certification and STEM work to be implemented during the Elgin ACE program in order to benefit at risk and economically disadvantaged students. This program integration will increase equitable access to these students and will enhance the CTE department's capacity to achieve their career and postsecondary targets for ALL students.

In addition to addressing critical needs such as literacy, SEL and CTE, the Elgin ACE site coordinators and campus staff implemented a process to address the unique needs of the students served at each site. Site coordinators are a part of the Leadership Team at their campus/site. In addition, they are included in PLC meetings and participate in all campus staff development. The site coordinators are also invited to grade level meetings and RTI meetings for individual high priority students who are enrolled in or in need of services in ACE. Through this process strategies specific to the site have emerged which coordinate after school activities with the school day and keep students engaged. One site has teamed with specials teachers to share lesson plans and effective hands on activities for enrichment and enhancement. Another site has recruited bilingual staff to work with students during ACE as well as to help support and design student and family engagement activities to maximize literacy and language skills. Another site identified Social Emotional Learning as a critical focus. The Behavior Intervention Team at that campus works regularly with the ACE program to ensure consistency between the school day and after school time. All Site Coordinators report that this process enables them to engage and recruit certified, highly effective classroom teachers on the campus and match them with the needs of small groups during academic tutoring time. Community connections are also important to ensuring consistency throughout the student's day. Family engagement and support are emphasized. Staff and families working together at the intermediate site to apply and be accepted to participate in the NASA STEM Challenge this spring is a shining example of this. Students at all sites have a voice in what is planned and offered and are able to make choices regarding their schedule at the ACE program. Clear evidence of successful engagement in the ACE program is seen by the response during the COVID crisis. Each site developed virtual out of school services with weekly "go bags" providing resources needed for daily participation virtually. Students were also able to connect by posting activities and projects. The fact that target attendance remains on track is a testament to the work of staff and stakeholders and to the significant value of the program.

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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

To accomplish the goals and objectives, respond to diverse community needs and achieve measures of effectiveness, several key community organizations have participated in and supported the Elgin ACE program. One of these is Texas Center for Local Food(TCLF), a local nonprofit who has been a longstanding partner to the ACE program. TCLF with its office in Elgin, is a statewide non-profit created by Texas farmers to increase consumption of locally grown foods in Texas. TCLF provides education, research, and technical assistance to create regional food systems in Texas that support prosperous family farms, healthy Texans and vibrant rural economies. TCLF's values are centered on justice and the health of all Texans. Elgin which is 25 miles east of Austin has experienced significant growth relative to its proximity to a major city. The culture remains grounded in rural roots. Currently about eighty percent of Elgin students qualify for free/reduced lunch. Child poverty rate is 19%. With this documented need and significant infrastructure in place to create robust local food systems, Elgin can serve as a model in Texas for local food as a driver of economic activity. This includes jobs with dignity at enterprises providing healthy food for Texans operating in ways that are environmentally healthy. Elgin is the home of Coyote Creek Organic Feed Mill (founded in 2007 as the first commercial organic feed mill in all of Texas), World's Best Eggs (certified organic pastured egg farm with 25,000 hens on pasture), Sustainable Agriculture program of Austin Community College at the Elgin campus, and many local farms. In keeping with Elgin's rich heritage and in response to community surveys and student choice, TCLF has provided lessons and hands-on activities that are aligned with content TEKS objectives in the areas of local food sustainability, gardening, farming, local environment, and agriculture at ACE after school sites. The program includes curriculum and lessons aligned with TEKS, farm tours and family engagement events. In response to the recent COVID crisis and specific community needs, TCLF took a key role in working with Elgin ACE staff, students and families to provide a veggie box program. This program not only provided access to fresh local food to ACE participants and many Elgin families in need but also lead to development of virtual lessons and family engagement activities for the ACE program around preparation of healthy meals and snacks. To accomplish this, TCLF coordinates with multiple community partners including: The Family Health Center, Elgin Local Food Action Team, The Common Market, Advocacy Outreach and local restaurants, retail stores and farms. The Elgin ACE program is fortunate to continue and expand this partnership to provide valuable opportunities at all Six Sites to ACE students and families while adding value to TCLF by expanding the reach and mission of their organization.

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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.

Program goals and objectives will be achieved by providing evidence-based strategies, programs and activities. The ACE 2020-21 Blueprint serves as a model for the Elgin ACE Program including continuous evaluation and improvement based on student outcomes defined in the program SMART Goals and program benchmarks. Academic performance will be achieved via a multi-tiered intervention system utilizing Strategic Tutoring Strategies. All students will be provided with homework assistance and study skills using current homework assignments. Targeted students will be provided with tutors who are certified educators; Site Coordinators will work to ensure collaboration between the students' campus teachers, staff, and parents. To improve attendance during the regular school day the ACE Program Site Coordinators and staff will work with each student and their parents to develop an individual attendance plan. The ACE Site Coordinators will follow up with students and parents when a student misses more than two consecutive days of school and/or after-school attendance. To enhance social emotional learning(SEL) and improve behavior of participants the ACE Program will utilize the nationally recognized Positive Behavioral Interventions and Supports (PBIS) program in which school district personnel have been trained. Students will have a voice in program offerings giving them ownership and instilling a sense of pride in themselves and their school. To develop graduates that are college/career ready, Elgin ACE proposes opportunities for targeted students in collaboration with EISD CTE department such as: College Dreamers class for elementary using Xello, an evidence based software endorsed by ESC13, and after-school labs that offer industry certification extended hours and STEM activities. The Family Engagement Specialist will work with families to increase engagement with their student(s) as well as provide resources and support to improve adult learning and address family's basic needs including the needs of working parents.

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.

EISD will provide bus transportation to the morning program and home at the end of the afternoon schedule. Staff will sign students out and escort students to the appropriate bus. Parents who choose to pick up their students will be required to sign them out with center staff. Elgin ISD procedure for sign out during the school day will be followed during the ACE program. Students will not be released to parents or designees without proper identification. Designees must be authorized in advance by the parent on the student's enrollment form. Students who have permission to drive to Elgin High School will also be allowed to drive to and from center activities as long as all other enrollment procedures are followed, they have parent permission, and they follow ACE sign in and sign out procedures. The Phoenix Alternative High School students will be the only students coming from a feeder school. Transportation will be arranged for these students upon request. Many of these students already drive to school so they will also be allowed to drive to the ACE center. They will be required to sign in and sign out in accordance with ACE procedures. Summer transportation will be provided to and from centers for students who sign up for the service. Elgin transportation department will collaborate with ACE staff to maximize resources and share buses with the summer school program when possible. Grant funds will be used only for supplemental buses and routes needed exclusively for the ACE Centers.

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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.

Upon notification of funding, Elgin ISD along partners will develop a press release to announce continuation of the ACE project including center locations, start dates and times and contacts at each site to seek further information. District leadership along with the Project Director and Site coordinators will update ACE district website as well as individual site websites.

District wide information calls will be scheduled on the district call-out system to reach current ACE participants as well as all families in EISD. Email notifications will be sent to all families and community members who have enrolled in the district system. All information will be provided in both English and Spanish.

Prior to the registration window, parents of students targeted for the program will be contacted and encouraged to enroll their student. Elgin ISD will use events scheduled in August and early September i.e.: dual language parent meetings, Pre-K round up, late registration, back to school night, to talk with parents and families about this opportunity. The Project Director Site Coordinators and the Family Engagement Specialist will coordinate presentations at these events to ensure a consistent message is projected to all. The Community Advisory Council (CAC) will be asked to participate in an awareness campaign to reach their organization or section of the community. In addition, the CAC will participate in quarterly and annual reporting presentations that increase their own awareness and ability to share the successes and needs of the Program in the Community. During the past years the CAC have completed surveys that identified areas where their Program knowledge could be increased to assist in dissemination of information into the community. This practice has been effective and will continue.

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.

EISD provides tutoring to students with Title I and State Compensatory funds. These services will be integrated into the Elgin ACE program at all centers. Provision of extended learning opportunities based on student needs, and family and community input will increase the effectiveness of academic tutoring and support in the short term and provide a long term structure for more individualized and responsive programs that increase engagement and attendance for identified students. Library programs that provide extended hours and literacy activities for students and families are in place at each campus. ACE participants will have access to library activities and technology labs. EISD migrant and homeless liaisons will work closely with ACE staff to assist with identification, recruiting and retention of high priority students. They will also invite families to attend parent engagement activities and attend these events to support unique needs of these families. In response to the Comprehensive Needs Assessment and in response to Program Priority 1, the ACE program will integrate with Career and Technology Programs to provide a comprehensive out of school program that includes opportunities not available during the school day. This program will address immediate and long term student academic and career goals by providing programs at all levels K-12. At the elementary level a College Dreamers Class will be provided. The after school class will allow younger students to explore college and career options using Xello, a college and career exploration software provided through Region XIII. At the secondary level, after school labs will be provided to students to accelerate learning and open up the opportunity to complete industry-based certifications. In addition, an after school STEM maker lab will be established. This after school class will provide at-risk secondary students the opportunity to explore robotics, unmanned aerial vehicle programming, 3-D printing, and other STEM related activities.

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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.

Elgin ISD School Board is committed to implement and sustain a program that will provide high quality extended learning opportunities to students. Elgin is limited in financial resources but rich in community support and commitment. The motto "One Town, One Team, One Family" not only applies to our competitive activities but to all academic endeavors and programs provided for our children. Partnerships with community agencies and nonprofits are well established. All entities are accustomed to working in tandem to maximize resources. Participation in the Elgin ACE program will be a "win-win" for all. Research based activities and best practices that are aligned with state and local objectives will not only yield positive outcomes for students but will provide a wealth of data to all partners. Marketing and communication of these positive outcomes along with the data behind them will enable Elgin community and government agencies to justify resources for sustainability. The Elgin ACE's Sustainability Plan is modeled after the "Push-In Phase-Out" sustainability plan that has been successful in similar projects funded by the U.S. Department of Education. This model focuses on building local capacity through grant funding that produce measurable, replicable, and cost effective results. Elgin ACE will utilize data locally to demonstrate the cost benefit in reduced unexcused absences, reduction in suspensions and referrals to build support within the District and the community to sustain the successful components of ACE after grant funding ends. The value and positive impact of this program in Elgin was witnessed this past year by the overwhelming response to and participation in the virtual ACE program that was developed when the COVID crisis prevented face to face interaction.

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)

Elgin ACE centers will follow current school district procedures to be sure volunteers have clear criminal background checks, fingerprinting, and meet all district criteria and state guidelines to be eligible to volunteer with school age children. In addition the Elgin ACE Project Director and Site Directors will develop job descriptions for volunteer positions. Potential volunteers will go through an interview process to be sure that they are a good match and that their service assignment will provide mutual benefit to the program as well as to the volunteer. Volunteers will be provided orientation, will sign in and out, keep a log of hours worked and will be provided clear expectations and needed support to be successful in their placement. In addition, volunteers will be afforded the opportunity to participate in training and collaborative planning with ACE staff when appropriate. Opportunities for involvement are posted on the campus and district ACE website to encourage potential volunteers and provide contact information should they want to sign up.

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**9. Statutory/Program Requirements (Cont.)**

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

The Elgin ACE established systems and processes to ensure ongoing recruiting and the retention of students in the program. Attendance data collected since year one show that a significant majority of students targeted and invited to participate in the program have stayed in the program, met attendance goals and enrolled in subsequent years. Registration forms are made available on-line, at each campus, and via ALERT message email available to all parents in the district. Site coordinators personally invite and engage with students identified as high priority or most at risk. Meetings at each site are ongoing with campus counselors, administration, and Communities in Schools (CIS) to identify needs as well as monitor the engagement and progress of current participants. Staff work together to ensure students most in need, get their application completed and submitted. In addition, many regular school day staff provide direct services to students during after school time. This provides a good bridge for students and enables all staff to get timely and pertinent information about student needs and circumstances. ACE Project Director collaborates with special program staff including Social Worker, CIS, Homeless liaison, Special Ed., Migrant and Bilingual Directors to ensure coordination in addressing the unique needs of all students. SMART goals for attendance include: FALL - Enroll 100% targeted students or reach out to the families not enrolled. Students attend minimum of 20 days. SPRING - Site coordinators and staff meet weekly at each site to identify student recruiting and retaining needs. Students attend minimum of 25 additional days. SUMMER- Provide staff five planning/ training days to ensure summer program engages students and accomplishes/completes attendance goals.

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.

Annually, students, parents, ACE staff and campus site staff have participated in surveys, small group meetings and targeted focus groups to solicit input, and to ensure that they are aware of center operations, needs, and progress towards the specific qualitative, quantitative, and outcome targets at each center. This process also is an essential way to engage the ACE Community Advisory Council(CAC). Representatives from each site participate providing valuable input and oversight with regards to Project budget and staffing plans while also considering the unique needs of each site. This process has identified areas of needed improvement in communication and overall program coordination that supports program growth and sustainability. One example of this occurred when members of the CAC requested more detailed information on the metrics utilized to determine success or improvement. This improved communication with the CAC supported an improved process for center-level needs assessment and current data to be incorporated into staffing and budget planning. This process is implemented by the Project Direct who works with the Family Engagement Specialist and each Site Coordinator to ensure on-going quality reviews are completed based on the day to day and weekly progress and challenges that happen at each individual site. The Site Coordinator also meets weekly with campus staff as well as the ACE site staff to stay in touch with day to day operation of after school and school day programs. The Family Engagement Specialist offers events, support and resources to parents and provides information for families to stay in touch with their students' site to provide input and get questions answered. The Project Director works to collaborate with all stakeholders to review measures of effectiveness, targeted services and any barriers to success. This collaborative,center-level focus ensures that each site is able to identify its specific strengths and challenges while establishing a network between Project Sites to share accomplishments and best practices and support overall improvement.

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**10. Equitable Access and Participation**

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

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

Group	English Language Learners	Barrier	Language barriers to learning and family need for translation
Group	Economically Disadvantaged	Barrier	Family economic barriers, time to engage in child's education
Group		Barrier	
Group		Barrier	

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Salaries Professional	602,124
2.	Salaries Support Personnel	379,247
3.	Extra Duty Professional	67,598
4.	Extra Duty Support Personnel	116,560
5.	Fringes and Benefits	99,996

**Professional and Contracted Services**

6.	Site Enrichment Activities	60,000
7.	Project Evaluation	18,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Program Supplies	56,000
12.	General Supplies	500
13.	Technology Equipment	6,000
14.		

**Other Operating Costs**

15.	Student Transportation and Travel	137,650
16.	Employee Travel	6,350
17.	Nutritional Snacks	10,000

**Capital Outlay**

18.	N/A	0
19.		
20.		

Direct and indirect administrative costs:	90,466
<b>TOTAL GRANT AWARD REQUESTED:</b>	<b>1,632,491</b>

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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## Center Operations Schedule

County-district number or vendor ID:

### Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	011902 102	Elgin Elementary 1005 W.2 <sup>nd</sup> St., Elgin, TX 78621 (512)281-3457	1	K -4	150	75
2	011902 101	Booker T. Washington Elementary 510 Martin Luther King Blvd. Elgin, TX 78621 (512)281-3411	1	K-4	150	75
3	011902 103	Neidig Elementary 13700 County Line Road Elgin, TX 78621 (512)281-9703	1	K-4	150	75
4	011902 042	Elgin Intermediate 902 West 2 <sup>nd</sup> Street Elgin, TX 78621 (512) 281-9874	1	5-6	130	50
5	011902 041	Elgin Middle 1351 North Avenue C Elgin, TX 78621 (512) 281-9004	1	7-8	80	50
6	011902 001	Elgin High 14000 County Line Road Elgin, TX 78621 (512) 281-3438	2	9-12	100	50
7						
8						
9						
10						



<b>Texas ACE</b>						<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>						<b>2021-2022</b>						
<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	011902102	Elgin Elementary 1005 W.2 <sup>nd</sup> St., Elgin, TX 78621 (512)281-3457				K-4	150	75				
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		09/07/2021		12/15/2021		14						
Spring Term		01/05/2022		05/28/2022		20						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks: 34						39						
<b>Center Schedule</b>												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Tuesday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Wednesday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Thursday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Friday	7:00	7:30	3:00	5:00	7:00	7:30	3:00	5:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	16.5				16.5				40			
<b>Adjunct Sites, if applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		A calendar of monthly events is established and posted on the ACE website and campus site. Face to face and virtual activities are provided to accommodate work schedules. Example activities: holiday activities, vegie box distribution, visions of hope – exploring community through art. Each site establishes specific opportunities based on family needs.										

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	011902101	Booker T. Washington Elementary 510 Martin Luther King Blvd. Elgin, TX 78621 (512)281-3411				K-4	150	75				
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		09/07/2021		12/15/2021		14						
Spring Term		01/05/2022		05/28/2022		20						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks: 34						39						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Tuesday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Wednesday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Thursday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Friday	7:00	7:30	3:00	5:00	7:00	7:30	3:00	5:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	16.5				16.5				40			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		A calendar of monthly events is established and posted on the ACE website and campus site. Face to face and virtual activities are provided to accommodate work schedules. Example activities: holiday activities, vegie box distribution, visions of hope – exploring community through art. Each site establishes specific opportunities based on family needs.										

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	011902103	Neidig Elementary 13700 County Line Road Elgin, TX 78621 (512)281-9703				K-5	150	75				
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		09/07/2021		12/15/2021		14						
Spring Term		01/05/2022		05/28/2022		20						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks: 34						39						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Tuesday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Wednesday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Thursday	7:00	7:30	3:00	6:00	7:00	7:30	3:00	6:00	7:30	12:00	12:00	5:30
Friday	7:00	7:30	3:00	5:00	7:00	7:30	3:00	5:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	16.5				16.5				40			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		A calendar of monthly events is established and posted on the ACE website and campus site. Face to face and virtual activities are provided to accommodate work schedules. Example activities: holiday activities, vegie box distribution, visions of hope – exploring community through art. Each site establishes specific opportunities based on family needs.										

<b>Texas ACE</b>							<b>Program Year</b>					
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>					
<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	011902042	Elgin Intermediate 902 West 2 <sup>nd</sup> Street Elgin, TX 78621 (512) 281-9874					5-6	130	50			
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			09/07/2021				12/15/2021				14	
Spring Term			01/05/2022				05/28/2022				20	
Summer Term			06/06/2022				07/07/2022				5	
Total number of weeks: 34											39	
<b>Center Schedule</b>												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:20	8:20	3:50	6:05	7:20	8:20	3:50	6:05	7:30	12:00	12:00	5:30
Tuesday	7:20	8:20	3:50	6:05	7:20	8:20	3:50	6:05	7:30	12:00	12:00	5:30
Wednesday	7:20	8:20	3:50	6:05	7:20	8:20	3:50	6:05	7:30	12:00	12:00	5:30
Thursday	7:20	8:20	3:50	6:05	7:20	8:20	3:50	6:05	7:30	12:00	12:00	5:30
Friday	7:20	8:20	3:50	5:05	7:20	8:20	3:50	5:05				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15.25				15.25				40			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		A calendar of monthly events is established and posted on the ACE website and campus site. Face to face and virtual activities are provided to accommodate work schedules. Example activities: holiday activities, vegie box distribution, visions of hope – exploring community through art. Each site establishes specific opportunities based on family needs.										

<b>Texas ACE</b>							<b>Program Year</b>					
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>					
<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	011902041	Elgin Middle 1351 North Avenue C Elgin, TX 78621 (512) 281-9004					7-8	80	50			
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		09/07/2021			12/15/2021			14				
Spring Term		01/05/2022			05/28/2022			20				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks: 34								39				
<b>Center Schedule</b>												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:15	7:30	8:30	4:00	6:15	11:30	12:00	12:00	5:30
Tuesday	7:30	8:30	4:00	6:15	7:30	8:30	4:00	6:15	11:30	12:00	12:00	5:30
Wednesday	7:30	8:30	4:00	6:15	7:30	8:30	4:00	6:15	11:30	12:00	12:00	5:30
Thursday	7:30	8:30	4:00	6:15	7:30	8:30	4:00	6:15	11:30	12:00	12:00	5:30
Friday	7:30	8:30	4:00	5:15	7:30	8:30	4:00	5:15				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15.25				15.25				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		A calendar of monthly events is established and posted on the ACE website and campus site. Face to face and virtual activities are provided to accommodate work schedules. Example activities: holiday activities, vegie box distribution, visions of hope – exploring community through art. Each site establishes specific opportunities based on family needs.										

<b>Texas ACE</b>	<b>Program Year</b>
<b>Center Operations Schedule (one per center)</b>	<b>2021-2022</b>

*(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.*

Center #	9 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	011902001	Elgin High 14000 County Line Road Elgin, TX 78621 (512) 281-3438	9-12	100	50
Feeder	011902	Phoenix High 902 West 2 <sup>nd</sup> Street Elgin, TX 78621 (512) 281-9774	9-12		
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	09/07/2021	12/15/2021	14
Spring Term	01/05/2022	05/28/2022	20
Summer Term	06/06/2022	07/07/2022	5
Total number of weeks: 34			39

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:35	8:35	4:05	6:15	7:35	8:35	4:05	6:15	11:30	12:00	12:00	5:30
Tuesday	7:35	8:35	4:05	6:15	7:35	8:35	4:05	6:15	11:30	12:00	12:00	5:30
Wednesday	7:35	8:35	4:05	6:15	7:35	8:35	4:05	6:15	11:30	12:00	12:00	5:30
Thursday	7:35	8:35	4:05	6:15	7:35	8:35	4:05	6:15	11:30	12:00	12:00	5:30
Friday	7:35	8:35	4:05	5:30	7:35	8:35	4:05	5:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15.05				15.05				24			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
<b>Parent/Legal Guardian Activities</b>	A calendar of monthly events is established and posted on the ACE website and campus site. Face to face and virtual activities are provided to accommodate work schedules. Example activities: holiday activities, veggie box distribution, visions of hope – exploring community through art. Each site establishes specific opportunities based on family needs.



## Memorandum of Agreement

Elgin ISD has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in six schools. Upon receiving the requested funds, the Elgin ACE Program will enter a collaborative partnership with Texas Coalition for Local Food (TCLF) to support and implement community-learning centers that provide academic enrichment opportunities to high priority targeted students during non-school hours.

This partnership will benefit Elgin ACE by expanding capacity to provide enrichment activities that are evidence based and aligned with academic goals and standards and by engaging with community organizations toward program sustainability.

The partnership expands community engagement in Texas local food systems, supports healthy food systems, and increases reliable income sources for local Texas farmers.

### EISD, Elgin ACE Staff agrees to:

- Implement and administer the Texas ACE Program within the state and federal guidelines outlined in the grant program.
- Implement the Elgin ACE afterschool program at the district's three elementary schools, intermediate school, middle school, and high school.
- Provide space for program activities.
- Provide space for curriculum material and supplies.
- Provide administrative oversight to all program sites.
- Provide performance reports and data to community partners, community advisory council and campus staff for evaluation and feedback and provide ongoing communication regarding program quality.
- Coordinate and Chair the Community Advisory Committee to the Elgin ACE program that will meet at least quarterly.
- Provide program supplies and materials to families.
- Collaborate with Texas Center for Local Food to establish opportunities for students and their families to engage in activities that empower healthy choices, increase access to healthy local foods and establish connections with local farms and farmers.

### The Texas Center for Local Food agrees to:

- Work with Elgin ACE program and Site Coordinators to provide lessons and hands-on activities that are aligned with content TEKS objectives in the areas of local food sustainability, gardening, farming, local environment, and agriculture at ACE after school sites.
- The program will include: curriculum and lessons aligned with TEKS, farm tours, public family engagement events.

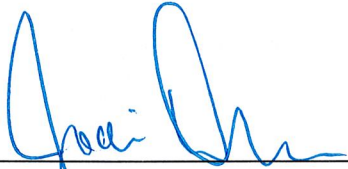


- Provide all curriculum, unit, lesson plans and supplies needed to implement the program.
- Provide at least one family engagement activity or activity per six-week session.
- Support the Elgin ACE program by communicating and networking with community stakeholders regarding the mission and vision of the program.
- Provide one staff member to serve on the Elgin ACE Community Advisory Council.

Estimated Budget: \$40,960


This agreement is entered effective August 1, 2021, through July 31, 2022 between the Elgin Independent School District ACE Program and The Texas Center for Local Food. The agreement is effective only upon notification of the grant award by the Texas Education Agency for Cycle 11 of the Texas 21<sup>st</sup> Century Community Learning Centers Grant Program.

This agreement can be voided by either party with a 30-day written agreement. As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.



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Dr. Jodi Duron, Superintendent  
Elgin ISD



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Sue Beckwith, Executive Director  
Texas Center for Local Food

1-14-21

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Date

1-14-21

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Date