



**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 to **Pre-award costs:** permitted for this grant

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC 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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