

REQUEST FOR APPLICATION

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# Application Guidelines

Program Guidelines

## 2016-2017 Texas 21<sup>st</sup> Century Community Learning Centers,

### Cycle 9, Year 1

Authorized by PL 107-110, Elementary and Secondary Education  
Act of 1965, as amended by No Child Left Behind Act of 2001,  
Title IV, Part B

Application Closing Date—5:00 p.m., Central Time  
March 29, 2016

TEXAS EDUCATION AGENCY

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**Division of Federal and State Education Policy  
1701 North Congress Avenue  
Austin, Texas 78701**

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# Introduction to the Program Guidelines

TEA, as the pass-through entity<sup>1</sup>, is the grantee<sup>2</sup> from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities<sup>3</sup> such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees<sup>4</sup>. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and the schedule instructions. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

## Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). **It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.**

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<sup>1</sup> Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

<sup>2</sup> Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

<sup>3</sup> Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

<sup>4</sup> Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

## US Department of Education and/or State Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$47,353,848
Percentage to be financed with federal funds	100%
Amount of federal funds	\$47,353,848
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0.00

# Grant Timeline

All of these dates except the grant ending date may vary slightly as conditions require. For information on reporting requirements, see the [General and Fiscal Guidelines](#), Reporting. If a report due date falls on a weekend or holiday, the report will be due the following business day.

Date	Event
January 29, 2016	RFA available; notice of the RFA published in the <i>Texas Register</i>
March 1, 2016	Last date to submit FAQs to TEA contact person See <a href="#">General and Fiscal Guidelines</a> , Frequently Asked Questions
March 1, 2016	Due date for the Notice of Intent to Apply in the TEA Document Control Center See <a href="#">General and Fiscal Guidelines</a> , Notice of Intent to Apply.
March 1, 2016	Due date for Reviewer Information Form See <a href="#">General and Fiscal Guidelines</a> , Reviewer Information Form.
March 1, 2016	Applicants' conference (registration at <a href="https://attendee.gotowebinar.com/register/5729995267977327361">https://attendee.gotowebinar.com/register/5729995267977327361</a> )
March 15, 2016	FAQs posted to <a href="#">TEA Grant Opportunities</a> page
March 29, 2016	Due date for the application in the TEA Document Control Center, 5:00 p.m., Central Time See <a href="#">General and Fiscal Guidelines</a> , Submission Deadline
April 4, 2016, to May 13, 2016	Competitive review period See <a href="#">General and Fiscal Guidelines</a> , Application Review.
August 1, 2016	Beginning date of grant See <a href="#">General and Fiscal Guidelines</a> , Grant Period.
May 3, 2017	Final date to submit an amendment
July 31, 2017	Ending date of grant See <a href="#">General and Fiscal Guidelines</a> , Grant Period.

# Grant at a Glance

## Authorizing Legislation

This grant program is authorized by Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), authorizes funding of the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program. The full text of the legislation may be found at <http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html>. The information provided in this section is taken from the federal guidelines published in the U.S. Department of Education (USED) Office of Elementary and Secondary Education Academic Improvement and Teacher Quality Programs, 21<sup>st</sup> Century Community Learning Centers, Title IV, Part B, Sec. 4201-4205 and Non-Regulatory Guidance. The Texas 21<sup>st</sup> CCLC grant program is developed in accordance with the federal guidelines.<sup>5</sup>

The Texas 21<sup>st</sup> CCLC program is also branded as the Texas Afterschool Centers on Education (Texas ACE); therefore, when referencing the funding stream, 21<sup>st</sup> CCLC will be the naming convention, but in other circumstances, the program will be referred to as Texas 21<sup>st</sup> CCLC or Texas ACE. A key resource for the Texas ACE program is the *Texas ACE Blueprint for Cycle 9* (“the *Blueprint*”), a compilation of guidance covering related research, best practices, tools, and program requirements. The *Blueprint* is posted online at <http://www.texasace21.org/mytexasace/resources/texas-ace-blueprint> and should be used as a resource in conjunction with this Request for Application.

## Where to Submit the Application

See the [General and Fiscal Guidelines](#), Where to Submit the Application.

## Number of Copies

See the [General and Fiscal Guidelines](#), Number of Copies.

Three copies of the application are required to be submitted, with at least one copy bearing the original signature (preferably in blue ink) of the person authorized to bind the organization in a contract.

## Purpose of Program

According to the USDE, the purpose of the program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-need, high-poverty, low-performing schools, to meet state and local student standards in core academic subjects. A community learning center assists students outside school hours or when school is not in session to complement the student’s regular academic program. The 21<sup>st</sup> CCLC

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<sup>5</sup> The Consolidated Appropriations Act, Section 312, requires that the Elementary and Secondary Education Act (ESEA), Title IV, Part B, as amended by the Every Student Succeeds Act (ESSA) of 2015, be implemented on a date that coincides with school year 2017-2018 and the second year of continuation grants awarded under Cycle 9. Continuation applications under this competition may require compliance with ESSA and related federal guidance.

funds will create and expand out-of-school-time (OST) programs that offer extended learning opportunities for children and their families.

Title IV, Part B, specifies that 21<sup>st</sup> CCLC funds are to be used to provide opportunities for communities to establish or expand activities outside regular school hours in community learning centers that do the following:

- Provide opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in the core academic subjects of mathematics, reading, science, and social studies.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug- and violence-prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, all designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

The authorizing legislation for the 21<sup>st</sup> CCLC grant program is written in clear recognition that improved student achievement occurs when communities implement programs and strategies that are scientifically proven to be effective. States are responsible for ensuring that grantees develop programs that are of the highest possible quality and that are appropriately tailored to address the needs of students and their families. Grantees must provide programs that will effectively help children to succeed in school, based on evidence from rigorous research and evaluation. As such, it is the intent of the Texas ACE program to target those students and families who are most in need of assistance in meeting state requirements for advancing to the next grade and graduating from high school. The assistance provided should take the form of academic support and enrichment opportunities and/or activities during non-school hours that reinforce and complement the regular academic program.

## **Eligible Applicants**

See the [General and Fiscal Guidelines](#), Eligibility Requirements.

Eligible applicants include individual eligible organizations and consortia of two or more eligible organizations. The following types of organizations are eligible to apply for a 21<sup>st</sup> CCLC, Cycle 9, Year 1, grant:

- Local educational agencies (LEAs), including independent school districts (ISDs), open-enrollment charter schools, and regional education service centers (ESCs)
- Community-based organizations (CBOs) and other public or private entities
- Nonprofit organizations
- City or county government agencies
- Faith-based organizations
- Institutions of higher education
- For-profit corporations



- A shared services arrangement (SSA) of two or more agencies, organizations, or entities as identified above.

In order to encourage local capacity building and sustainability and to encourage establishment of new centers throughout the state, applications from eligible entities that have never received funding under Texas 21<sup>st</sup> CCLC, Cycles 1-8, and that propose to serve all new centers may be awarded funding for up to five years. All other eligible applications that are awarded will be funded for up to three years. Annual continuation applications are required. Funding after Year 1 will be based on satisfactory progress of prior year compliance with objectives and activities, and on general budget approval by the commissioner of education and appropriations by the United States Congress.

## Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are allowed.

## More Than One Campus

Eligible applicants may apply for the grant on behalf of more than one campus.

## Eligible Campuses

All center and feeder campuses included in the application must meet at least one of the following eligibility requirements to qualify for grant funding and services:

- The campus must either be eligible for school-wide programs under Title I, Section 1114, or be a school that serves a high percentage of students from low-income families and families of such students.
- The campus must be designated as in need of improvement under Title I, Section 1116.
- The campus serves a high percentage of students from low-income families (40% or more students identified as economically disadvantaged)
  - as indicated on the data submitted to the Public Education Information Management System (PEIMS) for the fall 2015-2016 submission for a public school; or
  - as supported with clear and valid documentation showing the percentage of economically disadvantaged students served for a private for profit or nonprofit school.

A school is **ineligible** to receive grant funding or to be served by the program if it meets either of the following conditions:

- The campus or school was newly opened in the school year 2015-2016. All center and feeder campuses must have been in operation for at least one full school year prior to the 2015-2016 school year.
- The campus or school currently receives funds under the Texas 21<sup>st</sup> CCLC, Cycle 8, grant program.

## Eligible Participants

While the Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1, grant program may serve students of all grade levels, the intent of this program is to target those students and families who are most in need of assistance in meeting state requirements for advancing to the next grade

and graduating from high school. The assistance provided should take the form of academic support and enrichment opportunities and/or activities during non-school hours that reinforce and complement the regular academic program.

Younger children who will become students in the schools being served may participate in program activities designed to prepare them to succeed in elementary grades; however, prekindergarten students (ages 3-5) may be served through this grant on a limited and targeted basis and when the evidence is compelling that expenditures on these students would be the most beneficial use of those funds for attaining the overall goals of the program. Expenditures for prekindergarten-only centers are not allowable.

The grant program shall provide immediate family members (e.g., parents, legal guardians) of students participating in the Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1, grant program with adult literacy and educational development services or activities and services to support parental involvement and family literacy. Services provided to families of students should be for the purpose of advancing the students' academic achievement. Services must be provided at no cost to participants.

Grantees are prohibited from charging any fees under the Texas ACE program, including late pickup fees.

## **Centers, Feeder Schools, and Adjunct Sites**

### **Centers**

- Federal statute defines a community learning center as an entity that assists students in meeting state and local academic achievement standards by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and offers families of students served by such center opportunities for literacy and related educational development.
- A Texas ACE center is the program's physical host site where program activities are routinely provided on a daily basis for students and family members. Centers are characterized by an appropriate, safe, and equipped physical facility; defined hours of operation; a routine and consistent schedule of activities; and program-dedicated staff operating under an organized administrative structure.
- Applicants must assure that each center continuously operates in a safe environment that is properly equipped and easily accessible to all participants. The center may be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school. If the center is not located at an elementary school or secondary school, applicants must also demonstrate that proposed location has sufficient capacity and facilities to meet the needs of all participants, ensure the safety of students and staff, and comply with child care licensing requirements when applicable under statute. All centers must annually complete and abide by the "ACE Safety Self-Assessment" located in the appendices of the *Blueprint*.
- Centers must be within a reasonable geographic proximity to the fiscal agent and each other to ensure appropriate oversight and management of the grant program. Reasonable geographic proximity from the fiscal agent to centers and feeder schools is generally considered to be no

more than a 60-90 minute drive from the administrative offices to any center or feeder. Distances will vary, but the expectation is that the fiscal agent will routinely conduct site visits; provide hands-on technical assistance and oversight of the grant; and be reasonably accessible should an emergency situation arise.

- A center may serve one or more eligible feeder schools if the center facility has the physical capacity to do so safely and remain in compliance. However, a feeder school cannot track to more than one center and the feeder pattern must be suitable to the needs of all grade levels served. Operating centers for elementary students on secondary campuses, or centers for secondary students on elementary campuses, is usually not a reasonable design for center location.

## **Feeder Schools**

- A feeder school is any public or private school attended by participants of the Texas ACE program. A school at which a center is located is also a feeder school for the program.
- The number of feeder schools is limited to no more than four campuses, including the campus at which the center is located.
- Activities cannot occur separately at feeder schools and must be conducted at the main/ host center; therefore grantees will be responsible for providing transportation to students served from proposed feeder schools to and from the host center. Grantees will be responsible for providing safe and appropriate transportation for students from the feeder locations to the host center and to and from any pre-approved adjunct sites or any other approved locations. Transportation must be operated in compliance with all related local, state, and federal statute and guidance.
- Feeder schools must be within reasonable geographic proximity to the host center to allow for reasonable response time from the fiscal agent, project director, or other appropriate administrative positions in case of emergencies and to avoid extensive student travel time between the feeder school and the center. It is considered unreasonable for students from a feeder school to have total transportation time of more than 30 minutes by bus to the center.

The feeder pattern must be suitable to the needs of the grade levels served. For example, centers for elementary students work best on elementary campuses and secondary students are most appropriately served on secondary campuses.

## **Adjunct Sites**

- An adjunct site is a physical location where allowable program activities that cannot be offered at the center are offered in support of the purpose and goals of the program. Adjunct sites typically host specialized activities that cannot take place at the designated center – usually because of facility limitations or the need for specialized equipment. Sites typically include a local community college or university, public library, science center, museum, nature center, performance venue, sports complex, or community center. Activities at adjunct sites must be allowable and support the purpose of the program. These typically include field science, lab experiments, large art projects, cultural exploration projects, research projects, and structured physical activity.
- Activities that occur at adjunct sites must not replace or exceed the amount of programming offered at the designated center and must be reasonable in duration for meeting the purpose of the program.

## Application Funding

See the following sections of the [General and Fiscal Guidelines](#):

- Grant Funding
- Continuation Funding
- Fund Management
- Use of Funds

It is anticipated that approximately 25 grants will be awarded ranging in amounts from \$50,000 to \$1,800,000. **Each eligible applicant may submit only one application. Applicants may apply for funding up to 10 centers.**

The funding of Texas 21<sup>st</sup> CCLC, Cycle 9, Year 1, grants will be awarded for no less than three years and no greater than five years. In order to encourage local capacity building and sustainability and to encourage establishment of new centers throughout the state, new applicants proposing to serve new centers not previously served with funds from Texas 21<sup>st</sup> CCLC will be awarded for **no less than three years and may be awarded funding for up to five years**. Eligible applicants that have previously received funding for Texas 21<sup>st</sup> CCLC Cycles 1-8 will be awarded for **no greater than three years**. Funding after Year 1 will be based on satisfactory progress of prior year compliance with objectives and activities, and on general budget approval by the commissioner of education and appropriations by the United States Congress.

During the continuation grant periods, grantees are expected to meet all grant requirements set forth in this application including satisfactory progress toward implementing local sustainability plans and supporting the state's goal of having local programs build sustainability by the end of the final continuation period. Grantees are required to budget and plan for the funds needed per year to provide the same level of continuous comprehensive services as approved in the original application and continue to address the results of local community needs assessments.

For grants that are eligible to be funded for a total of three years, continuation funding will be reduced gradually over the course of the grant period in the following manner:

- Funding in Year 2 will be reduced by 3% of the initial award
- Funding in Year 3 will be decreased by 5% of the previous award

For grants that are eligible to be funded for up to a total of five years, continuation funding will be reduced gradually over the course of the grant period in the following manner:

- Funding in Years 2 and 3 will be reduced by 3% of the previous award
- Funding in Years 4 and 5 will be decreased by 5% of the previous award

Unexpended grant funds from one year will not be added to the grant amount for the next year. TEA may choose to supplement continuation grants when funds are available for this purpose and when approved by the commissioner of education. However, unexpended funds will not automatically "roll over" into the continuation grant periods.

Funding levels may be further reduced in subsequent continuation grant periods when a grantee :

- Serves fewer than the number of regular students and adult family members
- Fails to fulfill the operational requirements (number of hours, days, and weeks)

- Makes unsatisfactory progress from the previous year’s objectives
- Fails to adhere to program-specific requirements

TEA reserves the right to reduce funding when projections in the grant application are not achieved, when federal award amounts are less than the amounts anticipated, and under other reasonable or necessary circumstances. The commissioner of education shall determine the distribution of additional funds if they become available.

## **Goals for Sustainability**

Because funding for the Texas ACE program is limited to no less than three and no more than five consecutive years, award amounts will be reduced over the course of any continuation grant periods, and grantees are expected to maintain service levels approved in the original grant application, grantees must implement locally-coordinated realistic strategies for continuing the program after funding ends. In the initial grant application, grantees must submit a preliminary plan describing how the program will continue after funding ends. All grantees will be required to submit more detailed plans during the first year of the grant and will provide updated plans and progress toward goals in the continuation grant application each year. Grantees are required to provide the same level of continuous comprehensive services as approved in the original application.

Applicants must demonstrate the ability to leverage and coordinate resources in support of the program throughout the life of the grant, including subsequent continuation grant periods. Sustainability goals for each grantee may be different, but community support, partnerships, and local support are essential to the success of a self-sustaining program. Grantees can use Texas 21<sup>st</sup> CCLC funds to build or expand a systemic infrastructure of extended learning opportunities to replicate across campuses or district-wide once funding ends. Therefore, grantees, along with community stakeholders, must develop sustainability plans that address unique local needs, consider local resources, and demonstrate how and to what degree these programs will achieve sustainability. Grantees must continue work toward sustainability throughout the life of the grant so that when funding ends, the grantee is equipped to provide similar services that meet the program needs of the local community and campuses that serve those students and families who are most in need.

Note: Expending federal funds on fundraising activities of any kind is prohibited.

## **Funding Methodology**

It is TEA’s intent to fund applications at a level that allows grantees to meet all grant and program requirements and offer high-quality programming; however, funding for any one grant application **will not exceed \$1,800,000**. The funding of Texas 21<sup>st</sup> CCLC, Cycle 9, Year 1 grants consists of three cost components, each of which is described in detail below. Schedule 21 includes a cost worksheet that must be completed in accordance with these guidelines. Grantees will be held accountable for maintaining the approved level of per-student funding throughout the life of the grant, including continuation grant periods; this expectation extends to situations in which reductions in grant amounts occur because a grantee has not served the targeted number of “regular” students.

A “regular” student is one who attends the program **45 days or more** during the grant period, which includes fall, spring, and summer. Only students with 45 days of documented program attendance in accordance with program documentation attendance policies in the *Blueprint*, will be counted toward Texas ACE student goals.

Maximum amounts per budget component are provided as a reference only and serve to place a maximum on the largest grant amounts and set reasonable expenditure targets across budget categories; applicants must request a reasonable amount of funding that is necessary to meet grant requirements and comply with the \$1,800,000 funding limit per grant application.

Activities related to fundraising are unallowable costs and may not be charged to the grant. Grantees may allow the project director, site coordinator and family engagement specialist positions to spend up to 10% of their time and effort on fundraising activities. Any fundraising time and effort, including both salary and benefits, must be charged to another funding source. See the position definitions and requirements under the TEA Requirements section.

1. **Grantee-level fixed costs:** These are fixed costs at the grantee level associated with managing and administering the program. Specifically, these costs may include but are not limited to the following:
  - a. Salary and benefits for one full-time project director
  - b. Salary and benefits for
    - i. one full-time family engagement specialist responsible for coordinating adult and family engagement activities in and across all centers if the applicant proposes to serve five or more centers
    - ii. at least one part-time family engagement specialist responsible for coordinating adult and family engagement in and across all centers if the applicant proposes to serve four or fewer centers
  - c. Salaries and benefits for other staff members (such as administrative, business office, curriculum and instruction, professional development staff) who directly support the grant
  - d. Travel expenses for the project director and family engagement specialist to attend all required conferences, meetings, and trainings
  - e. Costs for necessary and allowable technology tools and equipment, supplies, etc. for the project director, family engagement specialist, and any administrative support staff.

The maximum amount of grantee-level fixed costs charged to the grant cannot exceed **\$170,000**. Applicants must describe and justify in detail each component of their grantee-level fixed cost request in Schedule 21.

2. **Center-level fixed costs:** These are also fixed costs at each center associated with managing and administering the program. For each center, these costs may include but are not limited to the following:
  - a. At least 90% of salary and benefits for one full-time site coordinator per center
  - b. Travel expenses for the site coordinator to attend all required conferences and trainings
  - c. Facility operating costs
  - d. Support for family engagement activities
  - e. An independent evaluation for each center

The maximum amount of center-level fixed costs charged to the grant cannot exceed **\$80,000**. Applicants must describe and justify in detail each component of the center-level fixed cost request in Schedule 21.

3. **Per-student costs:** These are variable costs based on the total number of students served at each center. For each center, these costs may include but are not limited to the following:

- a. Salary and benefits for instructional staff who provide direct programming and services to students at each center
- b. Fees for services provided by partners who deliver programming and services to students at each center
- c. Costs for allowable technology, supplies, nutritional snacks, and equipment for required student and family services
- d. Allowable transportation costs to transport students to the center from feeder schools and adjunct sites and to/from approvable program-related activities

The maximum amount of per-student costs charged to the grant cannot exceed **\$1,000**. Applicants must describe and justify in detail each component of their per-student costs requested in Schedule 21.

Note: Per-student cost requests should be calculated separately for each center, as centers will vary with respect to the number of students in need, transportation requirements, equipment, and other considerations. The intent of this program, per federal statute, is to serve those students – and their immediate family members – who are most in need of academic assistance; the purpose is not necessarily to serve every student on campus.

Applicants are encouraged to ensure that student targets are realistic. All grantees will be subject to an **annual funding reduction** when “regular” student targets are not met. Programs should ensure that their capacity is sufficient to serve all of the regular students that are included in the target.

### **Cost Share or Matching Requirement**

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

### **Limitation of Administrative Funds**

See the [General and Fiscal Guidelines](#), Administrative Costs.

TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5% of the total grant awarded.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

### **Pre-Award Costs**

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are not permitted for this grant.

# **Applicant Assistance**

The following types of assistance are available to applicants for this grant program.

## Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), TEA Contacts.

TEA program staff should be contacted with questions about the RFA, the grant program, or for assistance with the applicants' conference by email at [21stCentury@tea.texas.gov](mailto:21stCentury@tea.texas.gov)

## Frequently Asked Questions

See the [General and Fiscal Guidelines](#), Frequently Asked Questions.

The FAQs for this grant program will be posted to the [TEA Grant Opportunities](#) site no later than the date listed on the Grant Timeline. Applicants may email their questions to the TEA email address listed in the Contact for Clarifying Information section.

## Applicants' Conference

See the [General and Fiscal Guidelines](#), Applicants' Conference.

Questions that applicants wish to have addressed during the applicants' conference must be submitted no later than the date given in the grant timeline.

Date of Webinar	Time	Registration Link	Type
March 1, 2016	10:00 a.m. CST	<a href="https://attendee.gotowebinar.com/register/5729995267977327361">https://attendee.gotowebinar.com/register/5729995267977327361</a>	Webinar

## Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

## Email Bulletins

See the [General and Fiscal Guidelines](#), Email Bulletins.

# Program Elements

## Program Description

### Statewide Landscape

The Expanded Learning Opportunities (ELO) Council was created by the 83<sup>rd</sup> Texas Legislature, 2013, to study and make recommendations about expanded learning programs in Texas. The ELO Council's recommendations for the 84<sup>th</sup> Texas Legislature included creating a state-funded program for expanded learning programs in Texas based on evidence that expanded learning benefit students, schools, families, employers, and communities as a whole. The ELO Council supports a state-funded program that compliments the Texas 21<sup>st</sup> CCLC program in order to increase access for students and families who are the most in need.



The ELO Council also recognizes the important link between expanded learning and student academic outcomes. In many Texas schools, expanded learning programs are essential tools that provide necessary student supports for Texas' rigorous academic requirements. Innovative and engaging methods of instruction that enhance, but do not replicate the school day should support students who are the most in need in foundation academic subjects of mathematics, English language arts and reading, science, and social studies as well as supporting students through their pathways to graduation (i.e., boosting school day attendance, exploring careers).

The ELO Council includes representatives from the business community, philanthropy, law enforcement, school districts, families, and community-based organizations. For more information about the ELO Council visit <http://tea.texas.gov/index2.aspx?id=4695>.

### **The Texas ACE Brand**

While 21<sup>st</sup> CCLC is the federal program, the Texas 21<sup>st</sup> CCLC programs and the statewide activities funded with federal resources are referred to as the Texas Afterschool Centers on Education, or Texas ACE. This dynamic brand is designed to communicate the common characteristics of the statewide program, create statewide awareness of services, and identify all Texas centers as important components of the statewide program.

All applicants awarded through this cycle must use the Texas ACE branding for their local programs. A host of marketing materials will be available to grantees electronically (many in both English and Spanish), including brochures, posters, door hangers, and newsletter and press release templates. An outreach checklist is provided as a tool to help keep programs on track with their communication strategies.

### **Goals and Objectives**

To accomplish statewide goals, the Texas ACE, Cycle 9, Year 1 grant program strives to improve the following participant outcomes:

1. Academic Performance
2. School Day Attendance
3. Positive Behavior
4. Grade Promotion Rates
5. Graduation Rates

The Texas ACE program has demonstrated measured impact in each of these areas. A program evaluation released in early 2013 of the Texas 21<sup>st</sup> Century Community Learning Centers' Texas ACE program found that, when comparing participants to non-participants:

- Participation for students in grades 9-10 was associated with higher state assessment scores in English language arts/reading and mathematics.
- Participants in grades 6-12 had fewer disciplinary incidents than nonparticipating students.
- Participation of students in grades 4-11 was associated with fewer school day absences.
- Participants in grades 7-11 who attended 30 days or more and participants in grades 4- 5 and 7-11 attending 60 days or more had an increased likelihood of grade promotion.
- High school students attending 60 days or more demonstrated a 97 percent chance of being promoted to the next grade level.

It is important to note that the finding regarding grade promotion was in the moderate to large range. Further, when comparing Texas ACE participants in grades 4- 12 who attended 60 days or more and students who attended 30-59 days, those who attended 60 days or more also had:

- higher levels of state assessment scores in reading/English language arts and mathematics;
- fewer disciplinary incidents;
- fewer school day absences; and
- an increased likelihood (23-40%) of grade promotion.

Program evaluations related to the 21<sup>st</sup> CCLC/Texas ACE program can be found on TEA's website at [http://tea.texas.gov/Reports\\_and\\_Data/Program\\_Evaluations/Out-of-School Learning Opportunities/Program Evaluation Out-of-School Learning Opportunities](http://tea.texas.gov/Reports_and_Data/Program_Evaluations/Out-of-School_Learning_Opportunities/Program_Evaluation_Out-of-School_Learning_Opportunities).

One of the most important factors in achieving these results is the intentional alignment of program strategies to the program objectives. TEA developed the Critical Success Model, described below, to help grantees plan and implement programming with intentionality that is grounded in research-based strategies in order to improve in all five of the program's outcome areas listed previously in this section.

### **Critical Success Factors**

Critical success factors are generally observable behaviors that are believed – and are supported by research – to be essential to achieving the goals and outcomes of the grant program. Each critical success factor is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are proceeding appropriately to achieve the desired outcomes. For example, if a program has a goal of increased student participation in more rigorous college preparatory courses, one should be able to document at the beginning of the following school year that more students are actually enrolled in such classes than were enrolled in the previous school year. Student participation in these rigorous college preparatory courses is a critical success factor that is measured through enrollment figures.

The full Critical Success Factor Model is in Appendix 1 of the *Texas ACE Blueprint*.

TEA has identified the following critical success factors for local ACE programs:

- Students' and families' active participation and engagement in learning
- Students' and families' increased sense of involvement in school
- Use of assessment data to revise/evaluate student services
- Implementation of strategies learned through training

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### **Milestones**

Milestones are key processes or structures that need to be in place before the critical success factor is likely to occur. Using the previous example, before a school can demonstrate increased enrollment in rigorous college preparatory courses, it probably needs to offer a greater variety of these classes and hire or assign qualified teachers to teach them. A school would also want to

develop a student recruitment plan. All such factors that are precursors to increased enrollment are called milestones. The following milestones correspond to each of the critical success factors above:

- Using innovative instructional techniques for academic and enrichment activities
- Providing adult advocates, based on student need and in accordance with best practices
- Conducting ongoing/continuous student assessment to determine need and improve targeted services
- Providing training opportunities for staff development

Programs must be designed within this specific framework because it establishes a foundation for effective implementation and high-quality programs for the attainment of stated goals. Therefore, the physical site of a program where students and families are served will be established through a comprehensive, collaborative, and coordinated approach inclusive of the school, student, family, service providers, and the community. The ultimate goals are to help students meet state and local academic achievement standards and to help students graduate ready for college and the workforce.<sup>6</sup>

### **Student Participation Expectations**

Given that positive academic achievement is gained through sustained program attendance, the Texas ACE Program is designed to serve students and families over a period of time. Many statewide program evaluations of the Texas ACE program have been conducted and the findings have been consistent: the level of program participation is related to academic outcomes. Therefore, program activities that are part of Texas ACE must be intentionally designed to connect to student academic needs while providing innovative and interactive opportunities, based on best-practice, hands-on methods of instruction that encourage student participation.

Eligible student participants are those who can attend the full, comprehensive program, and local ACE programs must design activities and adopt practices that support regular, sustained participation in order to show improvements in student outcomes. Grantees must coordinate activities with the regular school day and academic calendars (e.g., holidays, spring break, statewide testing, summer break), designing programs that align with the regular school day curriculum in order to meet the academic needs of the students served.

Texas ACE defines “regular” participation as attending the program **45 days or more** during the grant period, which includes fall, spring, and summer. Only students with 45 days of documented program attendance in accordance with program documentation attendance policies in the *Blueprint*, will be counted toward Texas ACE student goals.

### **Family Participation and Engagement**

Offering families activities for literacy and related educational development is a federal program requirement and a critical element of successful programs. Research shows that “family engagement in after school can lead to increased family involvement in children’s education and school, improved relationships between parents and children, and improved after school programs.”<sup>7</sup>

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<sup>6</sup> Dynarski, M., Clark, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9>

<sup>7</sup> Build the Out-of-School Time Network (BOSTnet). “Engaging Families in Out-of-School Time Programs Toolkit” <http://www.bostnet.org/wp-content/uploads/2014/07/Handout-B-Engaging-Families-Toolkit.pdf>

According to previous evaluations of funded programs in Texas<sup>8</sup>, students with whom at least one adult family member participated in center activities took part in more activities than students with no family members participating. The data show that once they do participate, adult family members return to participate again at a very high rate. The positive finding that students engage in more center activities if they have adult family members participating indicates that encouraging family participation in center activities may positively impact students' experiences and by extension lead to improved academic performance among the students in at-risk situations targeted by the 21<sup>st</sup> CCLC program.

Texas ACE Cycle 9 grantees will be required to fund one full time position for a family engagement specialist who will support each of the program's funded centers, design outreach and communication plans to engage with families, and support the delivery of programming that will meet program requirements and local needs. Requirements for the family engagement specialist position are outlined in the TEA Program Requirements section.

### **Ongoing Program Monitoring, Training, and Technical Assistance**

In order to assist Texas ACE grantees in accomplishing the many goals of this program, TEA will provide high-quality program implementation training, program monitoring, and technical assistance for each grantee. Services provided will include the following:

- **Training:** Texas ACE grantees have access to a variety of resources through MyTexasACE, an online learning platform containing an extensive library of training resources including webinars, podcasts, and sample templates. Texas ACE grantees are also provided with multiple opportunities each year for required and optional in-person, statewide, regional, and web-based training and professional development.
- **Program Implementation Monitoring:** In accordance with U.S. Department of Education requirements, TEA conducts reviews of Texas ACE grantee performance and documentation to ensure compliance with federal and state requirements. The goal is to ensure grantees are in compliance with all program requirements and to inform technical assistance consultants about how best to assist each grantee and site in staying on track to full program implementation. This is accomplished through annual self-assessments, targeted desk reviews and on-site visits by the monitoring team. Program monitoring activities are designed to assess the extent to which programs are being implemented across required categories. The current assessment instrument and site-visit protocol are available in the *Texas ACE Blueprint*.
- **Technical Assistance:** Each grantee will have access to a technical assistance consultant (TAC) who will work remotely and on-site as needed to implement compliant high-quality programming. The results of program implementation monitoring will be used, along with additional technical assistance tools and grantee input, to develop the grantee's training and ongoing technical assistance plan for the remainder of the year. Grantees who are determined to be high need for technical assistance will receive on-site technical assistance visits at least annually. Grantees determined to be medium or low need for technical assistance will receive targeted assistance based on specific needs for improvement. Technical assistance may employ additional methods of targeting local needs including reviewing center-level logic models, program evaluation plans/results, and program operations plans. In-person targeted technical

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<sup>8</sup> Texas Education Agency. "21st Century Community Learning Centers: Evaluation of Projects Funded for the 2003-04 and 2004-2005 School Year." [http://tea.texas.gov/Reports\\_and\\_Data/Program\\_Evaluations/Out-of-School Learning Opportunities/Program Evaluation Out-of-School Learning Opportunities](http://tea.texas.gov/Reports_and_Data/Program_Evaluations/Out-of-School_Learning_Opportunities/Program_Evaluation_Out-of-School_Learning_Opportunities)

assistance may be provided if resources are available and the assistance is deemed reasonable and necessary for the program.

- **Texas ACE Help Desk:** At any time, Texas ACE grantees can submit questions to the Texas ACE Help Desk and receive prompt technical assistance.
- **Practitioner Network:** TEA will coordinate and facilitate a sub-group of grantees that will meet approximately two times per year or as needed in order to facilitate discussion of program-related implementation issues and promote statewide sustainability by increasing the professional interaction of local program leadership. Each program representative facilitates communication with an assigned group of grantees. Grant staff, including family engagement specialists, may apply to participate in the network. Communication network participation is voluntary, application-based, and provides an opportunity for Texas ACE grantees and TEA staff to communicate. Information about how to apply for the network will be shared after grant announcements are made by TEA.
- **Program Outreach:** Texas ACE grantees are encouraged to use the [www.texasace21.org](http://www.texasace21.org) website, which has all of the most up-to-date program information and resources. Grantees also receive a comprehensive suite of electronic outreach materials and resources (newsletters, templates, brochures, and posters, etc.) as described above in the “Texas ACE Brand” section of this RFA.

## Supplement, Not Supplant

See the [General and Fiscal Guidelines](#), Supplement, Not Supplant.

The supplement, not supplant provision does apply to this grant program.

## Indirect Costs

The grantee must use the restricted indirect cost rate. For this federally funded grant, you must use the **lesser** of your current, approved indirect cost rate or 8%.

Refer to the Indirect Cost Handbook, posted in the Handbooks and Other Guidance section of the Division of Grants Administration [Administering a Grant](#) page for more information on indirect costs and the correlation to the supplement, not supplant provision.

Use the Maximum Indirect Costs Worksheet, posted on the Division Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page, to calculate the maximum indirect costs that can be claimed for a grant.

## Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

**IMPORTANT NOTE:** All requirements must be properly addressed in the application. Failure to address a requirement can result in ineligibility for scoring and review. For details, refer to the [General and Fiscal Guidelines](#), Completing the Application.

## Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

Statutory requirements can be found in Schedules #2 and #16 in the SAS and may also be addressed in other parts of the SAS and Program Guidelines as noted.

The following required statutory assurances are contained in Schedule #2, Part 3: Program-Specific Assurances:

- The program will take place in a safe and easily accessible facility.
- The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend.
- The program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students.
- The community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
- Funds under this part 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.

The following statutory requirements must be addressed in Schedule #16.

- A description of the before and after school or summer recess activities to be funded, including how students participating in the program will travel safely to and from the center and home. Specifically explain the supplemental nature of the activities. (Statutory Requirement 1)
- A description of how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. (Statutory Requirement 2)
- A description of how the proposed activities are expected to improve student academic achievement. Include a description of how activities are expected to improve campus academic achievement and overall student success. (Statutory Requirement 3)
- An identification of federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources. Identify the federal, state, and local programs that will be coordinated with the proposed program and

explain how the proposed program makes the most effective use of public resources. Program Requirement 3a in Schedule #18 also addresses coordinated funding, and focuses on specific state and federal funding and student recruitment strategies. (Statutory Requirement 4)

- A description of how the activities will meet the measures of effectiveness described in section 4205(b) of the ESEA, Title IV, Part B, as amended by the No Child Left Behind Act. The SAS requires applicants to specifically describe the following: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. (Statutory Requirement 5. See also Data Collection and Reporting under in the TEA Program Requirements section below.)
- A description of the partnership between the local education agency, community-based organizations, and other public or private entities in carrying out the proposed program. (Statutory Requirement 6)
- An evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs. This needs assessment requirement is also addressed in Schedule #13. (Statutory Requirement 7)
- A demonstration that the eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance academic performance, achievement, and positive youth development of the students. (Statutory Requirement 8)
- If the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers, specifically addressing senior volunteers. (Statutory Requirement 9)
- A description of a preliminary plan for how the community learning center will continue after funding under this part ends. The applicant must provide a preliminary sustainability plan that is both realistic and specific to the needs of the local community (e.g., implement a fee-based program, seek other funding opportunities, sustain with local funds, etc.) The applicant must identify goals with not less than a three-year and not more than a five-year timeframe. (Statutory Requirement 10)

## **TEA Program Requirements**

See the [General and Fiscal Guidelines](#), Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must demonstrate within the application how they will address each program requirement.

### **Program Requirement 1- Community Involvement:**

A description of how the applicant plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

- A. Each grantee must create or engage with an existing body to serve as a community advisory council. The purpose of the council will be to advise on community needs for the program over time and coordinate local resources for the continued success of students and families enrolled in the program. It is expected that a variety of community members will be involved in meetings and activities related to areas such as creating program awareness, program implementation, evaluating program effectiveness, and sustainability. All meetings must be documented including agendas, sign-in sheets, and minutes.
- B. Applicants will recruit community members and organizations prior to the notice of grant award and describe their plan for engaging stakeholders (including names and title of individuals and/or organizations) for community involvement and assistance with designing a sustainability plan to meet the needs of the community to sustain an appropriate level of services provided to students and families after the grant funds end.
- C. Each applicant must seek continuous feedback and involvement from the local community proposed to be served and coordinate with all stakeholders in order to best meet local needs. Community involvement must occur throughout the grant cycle, including during the planning and design stages and throughout the project period. Community stakeholders include, but are not limited to elected officials, local area foundations, businesses, workforce boards, higher education, families, libraries, health services, law enforcement, non-profit organizations, and faith-based organizations. Grantees are expected to collaborate with some number of organizations and community stakeholders must be representative of their communities.

**Program Requirement 2 - Grant Management:**

A description of the plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants, specifically addressing communication among project staff and the provision of ongoing training and support for all staff.

The planning and project management of this grant is the most critical element for ensuring success. There are many moving parts to the Texas ACE program, and there must be an effective administrative structure in place with strong management and leadership in order to fully coordinate the program while adhering to all requirements and providing high-quality programming to students and families.

- A. Grantees are expected to coordinate with TEA and its training, technical assistance, and monitoring providers in assessing and implementing program requirements and recommendations as necessary.
- B. Grantees must provide appropriate levels of program-related training for all staff members including staff meetings, professional development, and other relevant trainings. Funds, including staff time and relevant travel expenses, must be budgeted for staff to attend training.
- C. In order to avoid excessive out of state travel costs and to balance these expenditures with the needs of local communities, grantees may expend funds for a reasonable number of staff members to attend up to two approved out-of-state conferences each year. Out of state travel must benefit the program and the program must limit attendance to a reasonable level of staff representation at each conference. Approved conferences are limited to the National Afterschool Association, Foundations, Inc., National Summer Learning Conference, and BOOST. Grantees must obtain specific prior approval for all out of state travel and for in state and out of state travel expenditures for any conferences other than those listed.



- D. Awarded grantees are required to include the Texas ACE logo in all outreach and communications materials. Grantees must also comply with Texas ACE branding guidelines as outlined by TEA. Branding guidelines and a variety of resources are provided, such as webinars and a user guide, to aid in compliance.

**Program Requirement 3 – Center Operations Detail:**

Applicants must provide the level of detail requested for each proposed community learning center.

The tables in Schedules #17 and #21 must contain complete information for each proposed center. Awarded applicants will be required to update the information before changes occur and annually with each continuation application prior to the program start date of each subsequent funding year.

Schedule #21 is also a program tool used by TEA and its contractors throughout the grant period. Any deviations from the information provided in Schedule #21 must be pre-approved by the TEA program coordinator. **Proposed changes that reduce the level of services (such as reductions in the targeted number of students to be served or the hours of operation, etc.) to below the Year 1 awarded application will not be approved during Year 1 or in subsequent continuation periods.**

**Program Requirement 3a – Center Operations Program Coordination:**

A description of how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081, including how the program will coordinate to identify, recruit, and retain students who are most in need of academic assistance.

- A. Coordinated efforts should maximize the impact of available dollars. The application should demonstrate how the program plans to coordinate resources and identify students while not replicating services provided through other programs. The program should be adaptable to meet the various academic and developmental needs of students. The application must address how those needs, and particularly the needs of students who are at risk of academic failure or dropping out of school, will be addressed by the program.

Grantees must implement an administrative structure that supports ongoing communication among project staff and allows for ongoing training and support for all staff throughout the grant period. (TEA Program Requirement 2) Note that Texas ACE programs must supplement and not supplant expenditures required under federal and state statute.

**Program Requirement 3b – Center Operations, Staffing and Schedule:**

A description of the planned operating and staffing schedule for each proposed center, including the total number of weeks and hours per week per center for the fall and spring terms as well as the required six-week minimum summer programming.

- A. One dedicated full-time project director with sufficient experience to manage, coordinate, and oversee day-to-day operations of all grant activities is required. The project director is expected to create productive working relationships with staff, partners, vendors and the independent evaluator to accomplish the goals of the grant. While this full time position is required, it is not a requirement that it be 100% funded by Texas 21<sup>st</sup> CCLC grant funds; up to 10% of the salary may be funded with state and local funds in order to support sustainability. Applicants may leverage other funds specifically toward building local sustainability for the program.
- B. One dedicated full-time site coordinator with sufficient experience is required per center unless only one center is submitted for funding in the application. The site coordinator must have a designated work space at each center and be readily available during the school day in

order to meet the requirements of the position. While this full time position is required, it is not a requirement that it be 100% funded by Texas 21<sup>st</sup> CCLC grant funds; up to 10% of the salary may be funded with state and local funds in order to support sustainability.

Applicants may leverage other funds specifically toward building local sustainability for the program. The site coordinator shall:

1. Coordinate all program activities in order to meet the needs of the program and all participants, including students and families before, during, and after school hours;
  2. Obtain, analyze and use campus and student level data and student voice to coordinate the development of intentional activities for each center; and
  3. Oversee the collection, coordination, and entry of data into the state's 21<sup>st</sup> CCLC data system.
- C. Both the project director and site coordinator positions are considered program costs and can only be filled by one person per position; sharing of duties by more than one person for these positions is not allowed. Lead teachers or administrators acting in other capacities during the school day cannot satisfy the requirements of these FTE positions.
- D. Funds must be budgeted for the project director, family engagement specialist, and designated site coordinators to attend required training events, conferences, workshops, and meetings. Applicants are encouraged to budget for all key staff to attend the annual state conference.
1. The project director must attend a mandatory workshop to be held in Austin in fall 2016. Details will be announced after grant award announcements are made available.
- E. Project directors and site coordinators must conduct and document ongoing, internal monitoring of their programs to ensure compliance with requirements and provide feedback to their programs by conducting site observations, data reviews, surveys of stakeholders, and related activities.
- F. Project directors and site coordinators are expected to maintain copies of the approved Year 1 grant application, subsequent approved continuation applications, and any approved amendments to all applications and be familiar with all requirements. Copies of negotiation notes must also be maintained so that differences between the submitted and approved applications can be identified by the project directors and site coordinators.
- G. Prospective grantees choosing to contract for services with external consultants to oversee program planning, implementation, training, and technical assistance may do so only if the services will differ from, expand, or increase upon the level of services being provided by the state and/or the technical assistance provider.
- H. Appropriate levels of staff must be allocated to comply with and participate in all projects, such as surveys and needs assessments, developed by TEA and its contractors.
- I. All activities for students and families must begin no earlier than the beginning date of the grant and **no later than Tuesday, September 6, 2016**. This date allows time for the program to hire and train staff in order to serve students and families as soon as possible once the grant begins. Grantees must implement and maintain all services within the timelines stated in this application. **Failure to implement this timeline may result in reduced funding, and the allocated funds may be reduced in proportion to the reduction of service delivery due to longer implementation times.**
- J. Each center must serve the number of "regular" students and the number of adult parents/family members per year as stated in the grant application. A regular student is one who attends the program **45 days or more** during the school year; adult family members are

not required to be regular participants. All grantees are subject to **annual funding reductions** when regular student and family member targets are not met.

- K. Each center must provide a consistent and dependable schedule of weekly activities for students and adult family member participants to be included in the center project plan as stated below. Schedules that rotate student participation, such as restricting attendance by grade level on various days or alternative-day schedules, are not allowed.
  - 1. A minimum of 35 weeks per year including summer. A center must offer the minimum number of hours per week for the week to count towards the minimum number of weeks.
  - 2. Four to five days per week, Sunday through Saturday, for the fall and spring terms.
  - 3. A minimum of 12 hours per week (applicants should not propose to offer more than 20 hours of programming per week). NOTE: Transportation time in excess of 30 minutes per day shall not be counted towards minimum hours per week of programming.
  - 4. For the summer program, a minimum of four hours per day, four days per week, for a minimum of **six weeks**.
  - 5. In order to remain in compliance, centers will be required to make-up any missed hours, days or weeks.
- L. The six-week summer minimum can be met by using funds from the subsequent grant period, if awarded, when allowable program activities take place on or after August 1. If an applicant seeks to offer summer transition programs that will begin later than August 1, the applicant must acknowledge that the funds used will be budgeted from the subsequent continuation grant period. However, if additional summer programming will be offered on or prior to July 31, an explanation is not required.

**Program Requirement 3c – Center Operations, Safety:**

A description of how the program will ensure the safety of all program participants and staff in the program at all times, including the procedures for sign-in and sign-out for all students at each center and adjunct site.

- A. Each center must develop a locally approved safety policy and comply with the ACE safety self-assessment process annually or as requested by TEA when centers are added, changed, or found non-compliant. A self-assessment tool for current grants is located in the appendix of the *Texas ACE Blueprint*.
- B. Grantees must obtain a locally approved written parental consent form for students to participate in the program and ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.
- C. Each center must have an approved sign-in and sign-out procedure for all students. The procedure must be documented and implemented for each center to support both student attendance and safety requirements at each center.

**Program Requirement 4a – Activity Planning, Alignment and Quality:**

A description of how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes.

**Program Requirement 4b – Activity Planning, Meeting Student Needs:**

A description of how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities.

The following program information is related to information that must be addressed under **Program Requirements 4a and 4b**:

- A. To support student skill-building and mastery while maintaining interest and engagement, student enrichment and other activities must reinforce and complement the regular academic programs of the schools attended by the students and must target the students' academic needs and align with the instruction students receive during the school day.
- B. Academic activities must align with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. While not required, many grantees have successfully funded an academic liaison or curriculum specialist that increased their ability to accomplish this level of intentionality.
- C. Grantees must design activities in a manner that is responsive to campus- and student-level data from at least two of these important sources:
  1. Campus-level data may be from sources such as the Texas Academic Performance Reports, Campus Improvement Plans, STAAR data, attendance reports, discipline reports, Free and Reduced School Lunch program, Community Eligibility Program, or State Compensatory Education program
  2. Student-level need indicator data may be from sources such as the specific assessed standards that students are not mastering, behavioral supports, or State Compensatory Education at risk status
  3. Student and family voice data may be from sources such as student interest inventories, focus groups, or parent/guardian surveys

For additional guidance, see Task 2 of the *Texas ACE Blueprint*.

- D. The following requirements must be used when planning activities for each center:
  1. Activities must be **a minimum of 45 consecutive minutes** in length and be planned for each hour a center is open. Student attendance must be documented and reported for each activity.
  2. All activities must be balanced and based upon the needs of the students and in conjunction with the "Four-Component Activity Guide" found in the *Texas ACE Blueprint*. At least one activity from each category must be offered each term.
  3. All activities must be intentionally developed using a comprehensive and coordinated planning tool. Grantees are required to use the "Texas ACE Activity/Unit and Lesson Plan Worksheets" found in the *Texas ACE Blueprint*. These worksheets encompass all requirements as well as best practices.
  4. All activities must occur at the designated and approved center on a daily/on-going basis as stated in the schedule of activities. Adjunct sites can be used occasionally if approved by TEA; however activities cannot occur simultaneously at feeder schools.

5. Activities must align to the school day curriculum and academic-related activities must align with TEKS and where possible align with the specific state-assessed standards identified as needing improvement in the campus needs assessment. Enrichment activities should enhance the academic-related activities and/or be aligned with a documented campus/student need (for example, you may offer a sports activity designed to combat a documented student obesity issue).
6. Activities must be supervised by qualified individuals at all times and ensure the appropriate supervising adult to student ratios in TEC Chapter 25, Subchapter D are met.
7. Access to accelerated learning must be provided for students who are at risk of academic failure under TEC §29.081. Federal funds may not be used to meet this state requirement.

**Program Requirement 5a – Family Engagement, Family Engagement Specialist:**

A description of the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children’s education and opportunities for literacy and related educational development.

- A. One full-time family engagement specialist position is required for grantees with five or more centers or at least one part-time family engagement specialist for grantees with four or fewer centers. While this full time position is required, it is not a requirement that it be 100% funded by Texas 21<sup>st</sup> CCLC grant funds; up to 10% of the salary may be funded with state and local funds in order to support sustainability.
- B. The family engagement specialist should attend at least one conference on family and parental involvement.

**Program Requirement 5b – Family Engagement, Program Coordination:**

A description of how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Applicants are encouraged to budget sufficient funds to support the family engagement specialist in providing meaningful, high-quality activities and services.

- A. The family engagement specialist works closely with the project director and site coordinators to encourage families to participate in their children’s education and strengthen the skills they need to ensure their children’s success in school. The family engagement specialist will work in conjunction with the project director and site coordinators to implement family engagement strategies for all centers by doing the following:
  1. Maintaining regular communication with all parents regarding their students and the program
  2. Conducting needs assessments and surveys to determine types of activities families want and need, including the needs of working families
  3. Providing outreach and service referral that to address familial needs that may be barriers to student success
  4. Maintaining a family resource center

5. Planning, coordinating, and implementing ongoing, consistent, collaborative activities for families that include, but are not limited to, assistance in how to support their children in academic pursuits and career readiness; developing parenting skills; building literacy; making meaningful connections in the school community and with collaborating organizations; and personal skill building.
6. Coordinating services with programs within the school and community with groups such as the PTA/PTO, health services, foster care resources, local colleges, financial aid offices, adult education programs, law enforcement, and local workforce development organizations.
7. Coordinating with other district and campus level positions such as the Title I coordinator, state compensatory education coordinator, instructional coaches, counselors, educators, foster care liaison, homeless liaison, or other parent/family liaison is encouraged.

**Program Requirement 5c – Family Engagement, Activities:**

A description of the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address, including how the planned activities meet the needs of working families; provide parents with opportunities for active and meaningful engagement in their children’s education; and provide families with opportunities for literacy and related educational development.

- A. Activities may take place before, during, or after regular school hours; however, hours dedicated to program activities for adult family members will not count toward the weekly minimum 12-hour requirement of student programming.
- B. Expenditures for activities must be for immediate adult/family members (parents/legal guardians) of students enrolled in the local ACE program only and must tie to the federal purpose of the program and Texas ACE requirements.
- C. Activities must be based on need, specifically address the needs of working families, provide opportunities for literacy and related educational development, and be collaboratively developed and implemented.
- D. Activities must be ongoing and consistent throughout all terms within a year (fall, spring, summer). One-time events throughout the year are encouraged but alone do not suffice.
- E. The number of family members served should be proportional to the targeted number of students.

**Program-Specific Assurances**

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule #2—Required Attachments and Provisions and Assurances, Part 3: Program-Specific Provisions and Assurances.

**Activities and Use of Funds**

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

## **Field Trips**

Field trips under the Texas 21<sup>st</sup> CCLC program are not considered to meet the definition of field trips in federal regulations that apply to this application. Rather, the Texas 21<sup>st</sup> CCLC program has a program-specific requirement that all educational field trips must be pre-approved through TEA after grant awards are announced.

Educational field trips consist of approvable, planned instructional activities that involve students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must support Texas Essential Knowledge and Skills (TEKS), be reasonable in cost, and be necessary to accomplish the objectives of the local ACE program.

All field trips using grant funds will require pre-approval from the TEA program coordinator before funds are encumbered. Examples of educational field trips include the following:

- Supplemental curricular academic activities that are focused on science, technology, engineering, and/or math
- Laboratory and field investigation designed to improve students' mastery of the TEKS
- Educational tours and interactive activities with local science centers, arts centers, museums, zoos, horticultural centers, historic sites, archaeological sites, or nature preserves
- Intentionally directed time at public libraries to conduct research and access reading and study materials
- Organized visits to colleges and universities to encourage interest in and familiarity with the pursuit of higher education

Costs related to the following types of field trips are unallowable:

- Field trips that are not reasonable in cost or are not necessary to accomplish the objectives of the grant program
- Field trips that are not aligned with TEKS or that do not meet the instructional objectives of the grant program
- Field trips for social, entertainment, or recreational purposes
- Field trips that supplant and do not supplement local, state, or federal expenditures or activities
- Field trips for students who are not enrolled in the grant program
- Field trips that are not properly documented
- Field trips to entertainment or recreational locations that have legitimate educational programs when more than 25 percent of the time spent at the location is used for entertainment or recreation of field trip participants

Before budgeting for field trip expenses, applicants are encouraged to explore using technology resources to bring students and families to otherwise out of reach locations. Examples of options for using technology include online college and university tours; virtual exploration of wildlife in the rain forest; live event streaming; travel through history with a walking tour of the U.S. Constitution; and online tours of space programs.

## Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs for transportation, lodging, subsistence, and related items must be incurred only on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Out-of-State Travel will require a written justification form. To access the Out-of-State Travel Justification form, refer to the [Administering a Grant page](#).

## General Allowable Activities and Use of Funds

- Supplemental academic enrichment learning programs, mentoring programs, remedial and compensatory education activities, and tutoring services that are aligned with state academic standards
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs
- Services for individuals with disabilities
- Programs that provide after-school activities that emphasize language skills and academic achievement for students who are English language learners
- Arts and music education activities
- Entrepreneurial education programs
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Expanded library hours
- Drug and violence prevention programs and counseling programs
- Mathematics and science programs, including programs that build skills in science, technology, engineering, and mathematics (STEM), also including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Programs that partner with in-demand fields of the state or local workforce or build career competencies and career readiness and ensure that career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act
- Active and meaningful engagement for immediate family members (e.g., parents, legal guardians) of students participating in the Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1, grant program, including opportunities for literacy and related educational development
- Salaries for the local ACE Project Director, Site Coordinators and Family Engagement Specialist
- Extra-duty pay for staff working beyond their normal contracted hours to provide activities/services that supplement the regular school day for the local ACE program
- Independent evaluation (internal or external) costs that do not exceed **\$3,000 per center** in the year the evaluation is conducted. This is considered an **administrative cost and must be budgeted within the Administrative Cost Calculation total in Schedule #6- Project Budget Summary**.
- Supplies and materials required for the local ACE program, including required family engagement



- Computer hardware and software required to implement the program
- Nutritional snacks for students and parents during the program
- Travel to required Texas ACE state and regional training, meetings, conferences and workshops
- Transportation for students after daily regular local ACE activities

### **General Unallowable Activities and Use of Funds**

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

### **Advisory Council**

An advisory council may not be funded under the grant program.

### **Cost of Membership in Any Civic or Community Organization**

The cost of membership in any civic or community organization may not be funded under the grant program.

### **Hosting or Sponsoring of Conferences**

Conferences may not be hosted or sponsored under the grant program.

### **Travel Costs for Officials such as Executive Director, Superintendent, or Board Members**

The cost of travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:

- Expenditures for prekindergarten-only centers
- Use of the 21<sup>st</sup> CCLC grant expenditures as a match for any other federal, state, or local grant program
- Expenditures related to students not enrolled in, served by, or eligible for the program
- Stipends for students or family members to participate
- Payment or reimbursement to students for receiving tutoring or mentoring services
- Payments to enrolled students (non-graduates) for providing tutoring, mentoring, or instruction to program students
- Audit services for state-funded grants
- Fundraising activities of any kind
- Writing grants to obtain other grant funds
- Training on grant writing
- Gifts or anything that can be perceived as a gift

- Funding student participation in any University Interscholastic League (UIL) competition, activity, or event
- College tuition for students except for dual credit courses
- Graduation-related costs and activities, such as printed certificates, banquets, or celebrations
- Religious instruction or provision of sectarian materials
- Debt service (lease-purchase)
- Construction of new buildings
- Renovation/remodeling of existing structures
- Infrastructure or installation of infrastructure needed for computer access
- Purchase furniture
- Purchase portable buildings
- Purchase vehicles
- Funds to invest in the stock market or savings or bank accounts

## **Program Evaluation: Center-Level Logic Models**

By submitting this application, the applicant agrees to comply with program evaluation requirements and related data collection that established by TEA and agrees to submit the required evaluation reports and program data in the format and on time as requested by TEA. TEA will collect and analyze relevant data from PEIMS and other TEA databases as required for program evaluation and reporting.

A logic model is a visual representation of a program. It depicts the key components of a program and shows the relationships among the resources, the activities, and the short- and long-term expected outcomes. A logic model portrays the theory of change behind the program and is the foundation of program planning, evaluation, program management and communications.

Each grantee will be required to submit a completed center-level logic model by the conclusion of the 2016 fall term. TEA will provide training and technical assistance during the term to help each grantee create a meaningful logic model and learn how the logic model can be used as a program implementation tracking tool, as well as a tool for continuous program improvement. Examples of current Texas ACE program logic models, as well as information on logic model development, can be viewed on [MyTexasACE.org](http://MyTexasACE.org).

Grantees will be required to submit updated center-level logic models by the end of fall term each subsequent grant year and will receive ongoing support and technical assistance from TEA.

## **Performance Reporting Data Collection**

The applicant agrees to collect data in the format required by the state in order to conduct statewide comprehensive program evaluation and report all required federal performance data. Federal reporting requirements and research design may change data reporting requirements during the grant period. The grantee must remain in compliance with all data collection for performance reporting purposes throughout the grant period. Grantees will report the required data in TEA's TX21st Data System, self-assessments, and other data collection tools as required. Some required measures are collected by TEA from PEIMS submissions and do not require a special collection for program participants. Current data collection addresses the following categories:

- Program and activity attendance
- Participant descriptive and demographic data
- Participant grades
- State assessment results
- Discipline data
- School day attendance
- Grade promotion
- High school graduation
- Extracurricular school activities
- Student needs assessment
- Program strategies
- Staff training participation
- Program self-assessment
- Innovative instructional activities
- Adult advocacy
- Family engagement activities
- Parent meetings and events
- Staff meetings and events
- Program integration

Grantees are required to collect participant (student and adult) and program-level data within the designated TEA terms (fall, spring, summer, annual) and enter all required data into TEA's TX21st Data System. TEA uses this data along with data from PEIMS to measure statewide progress and submit required federal reports to the U.S. Department of Education.

Project directors and site coordinators are responsible for establishing local processes that protect confidential student information and education records according to the Family Educational Rights and Privacy Act (FERPA). Project directors and site coordinators must also review and approve data on a routine basis (at least monthly), to ensure data is entered on time and accurately. The program must submit requests to delete user access to TX21st when a user is no longer working with the program. Data collected through PEIMS and TX21st allows TEA to compile and evaluate the following required performance measures:

- Regular program attendance
- On-time advancement to the next grade level
- Student grades and classes passed in core content areas
- Student attendance during the regular school day
- Student behavior reports and referrals (criminal and non-criminal incidents) during the school day
- Pre- and post-test assessments for students who participate in tutorials offered as part of the program. Note that Texas ACE does not require a standard assessment instrument; therefore,

grades, benchmark tests, or standardized instruments that are approved for use by the district are acceptable.

- Types of activities offered and schedule of activities
- Participant enrollment and attendance. **Weekly data entry of attendance information is required; daily data entry is highly recommended.**
- Staffing information, partnerships, and other funding sources

Measures may change or develop over the course of the project based on federal and state reporting requirements and systems.

## Local Independent Evaluation

The program shall undergo a periodic evaluation to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. The results of the local evaluation must be (1) used to refine, improve, and strengthen the local program; and (2) made available to the public upon request, with public notice of such availability provided. Results may be used by the state to recommend improvements and determine whether a subgrant is eligible to be renewed under future continuation applications.

The following requirements have been established for the Texas ACE program:

Grantees are required to budget for and hire an independent evaluator to conduct a basic evaluation of each center included in an application. The cost of the independent evaluation may not exceed **\$3,000 per center** in the year the evaluation is conducted. This is considered an **administrative cost and must be budgeted within the Administrative Cost Calculation total in Schedule #6- Project Budget Summary.**

The local evaluation must be based on the factors included in the statutory principles of effectiveness in section 4205(b). The principles require the program or activity to:

- be based on an assessment of objective data regarding the need for before and after school programs (including during summer recess) and activities in the schools and communities;
- be based on an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- if appropriate, be based on evidence-based research that the program or activity will help students meet the state academic standards and any local academic standards.

Grantees must adhere to the Independent Evaluator Guide (see the *Texas ACE Blueprint* for evaluation components and further guidance) when selecting an evaluator, either internal or external. An internal evaluation is allowable if conducted by staff not directly participating in the program. Grantees should contract with a local evaluator on an annual basis, contingent upon available funding and satisfactory performance of specified deliverables.

The independent evaluation report must be submitted electronically to TEA no later than **July 31<sup>st</sup>** of each year.

## Limits on Contracted Evaluators

When a grantee chooses, or is required under a grant, to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. "Independent and objective" implies that there is no influence or control, real or

perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator should be limited to that specific topic.

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

## **Federal Grant Requirements**

### **Equitable Access and Participation**

See the [General and Fiscal Guidelines](#), Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

### **Private Nonprofit School Participation**

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

### **Maintenance of Effort**

See the [General and Fiscal Guidelines](#), Maintenance of Effort.

This requirement does apply to this federally funded grant program.

# **Application Elements**

This section describes the requirements and attachments that must be addressed in and included with the application.

## **Notice of Intent to Apply**

For competitive grants, prospective applicants are requested to submit the Notice of Intent to Apply (NOI) by the date specified in the Grant Timeline. The NOI provides helpful information that allows TEA staff to plan for the management of the application and review processes. Failure to notify TEA of the intent to apply will **not** disqualify the applicant from applying for grant funds.

The NOI is published along with the RFA on the [TEA Grant Opportunities](#) page.

## **Reviewer Information Form**

For every application submitted for a competitive grant, the applicant is required to submit the names of three individuals to serve as reviewers in the competitive review process for the grant program.

Individuals who are hired to prepare grant applications may not serve as reviewers, and their names should not be submitted. Applicants must notify the people whose names they submit that they may be asked by TEA to serve as reviewers.

Once reviewers are selected, they will receive detailed information about the review process. The competitive review for the grant program will take place during the time period given in the Grant Timeline.

The Reviewer Information Form is published along with the RFA on the [TEA Grant Opportunities](#) page. All applicants are required to complete the form and to submit it online on or before the date given in the Grant Timeline.

## **Required Attachments**

See the following sections of the [General and Fiscal Guidelines](#):

- Fiscal-Related Documentation Required to Be on File
- Required Fiscal-Related Attachments
- Required Program-Related Attachments

This section describes the two types of attachments that may be required to be submitted with the application: fiscal-related attachments and program-related attachments.

### **Required Fiscal-Related Attachments**

See the [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for a general description of fiscal-related documents that can be required as attachments to the application.

For a list of the fiscal-related attachments required for this grant application, refer to the SAS, Schedule #2—Required Attachments and Provisions and Assurances.

### **Required Program-Related Attachments**

The applicant must submit with the application each item in the program-related attachments listed in the SAS, Schedule #2—Required Attachments and Provisions and Assurances.

# **Scoring and Review**

## **Standard Review Criteria**

See the [General and Fiscal Guidelines](#), Standard Review Criteria.

## Priorities for Funding

In addition to the factors considered in awarding competitive grants as outlined in the previous sections above, federal statute requires that TEA give priority to funding applications that meet certain criteria.

Grant applicants must receive a score of at least 75 percent or another minimum percentage of points established by the TEA program division, whichever is greater, before any priority points can be assigned.

In the event that two or more applications receive the same overall score, TEA will give priority to the application from the most underrepresented Education Service Center region in the set of eligible scored applications. In the event that the tie is between two applicants in the same region, priority will be given to the applicant who has not received funding under this program or for whom the greatest length of time has lapsed since last receiving funding under this program.

<b>Statutory and TEA Priorities</b>	<b>Maximum Points</b>
<p><b>Statutory Priority:</b> Proposals submitted jointly by eligible entities consisting of not less than one LEA receiving funds under Part A of Title I and a community-based organization or other public or private entity as listed under eligible applicants.</p> <p><b>Special rule:</b> TEA will provide the same priority to an application submitted by an 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.</p>	5
<p><b>TEA Priority:</b> Written letters of support for local sustainability signed by a majority of the elected members of the local school board(s) or the governing board(s) of the charter school(s) from which students will be served. Signatures must represent a majority of the seats and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. <b>Letters of support with original signatures and a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.</b></p>	10