



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

**Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021**

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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

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

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

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.

**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
ACADEMICS: In 2019, TEA rated all 5 Texans Cans (TC) target schools as a 'D', requiring comprehensive plans. This rating is due to very low STAAR (approaches level) outcomes in Reading (36.4%) and Math (67.4%), compared to the State at 75% and 82%, respectively.	TC will increase its 'D' rating to a minimum of 'C' or better across 5 campuses by targeting individual student academic deficits (e.g. Reading/Math) and other barriers. Assess students and offer TEKS aligned evidence-based academic interventions, tutoring, homework support, ongoing learning in core academic areas, and a Summer Learning Institute including parent support activities.
COLLEGE READY: In 2019, a mere 33.4% of TC students graduated compared to the State's 90%. Only 14.4% of graduates were college ready in Reading and 5.1% in Math versus the State's 60.7% and 48.6%, respectively.	Improve student graduation rates through personalized interventions to support credit recovery for students most at-risk. Offer targeted academic instruction support and counseling. Implement college/career preparation and exploration through joint partnerships and with other TEA initiatives to build students' skills.
COMMUNITY: TC serves high need students (9-12) and parents. Schools are in large cities with 35.6% living in poverty and only 30% with bachelors degree or higher. Students are more at-risk (92.7%) than state peers at 50.6% with a 22.7% dropout rate versus State at 1.9%.	Actively engage students and parents in academics, wellness, workforce, financial aid, socio-emotional, technology, and other support activities. Offer personalized educational support and test-preparation to students and skills building activities (leadership, financial literacy, critical thinking, etc.) to parents. Create college and career readiness culture by exposing participants to post-secondary education.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Texans Can will establish 5 quality safe learning centers that will promote and offer culturally suitable educational programs and activities aimed at • improving and increasing the target students' (750 +), particularly at-risk students, academic performance, attendance, graduation rates, college readiness, workforce competencies, social and behavior skills, etc., and • parents' (150 +) knowledge in college and career options, technology skills, employment competencies and certifications, financial literacy (checking, savings, etc.), parenting and leadership skills, etc. by 3 percentage points or more annually from baseline, as measured by suitable and reliable assessment tools and survey instruments for each individual measure. Baseline data has been collected for a number of the proposed measures and missing baseline data will be collected upon award.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

(Jul. 2021-Oct. 2021): (1) 100% of staff will be hired; (2) 100% of centers will implement an extensive marketing community outreach and recruitment initiative; (3) 100% of centers will be equipped and prepared with academic materials and supplies to provide quality academic student and parent services; (4) 100% of centers will meet the transportation needs of participants in the program to travel safely to and from the center(s); (5) 100% of staff will engage in virtual and in-person capacity building and professional development training; (6) 100% of students and parents will be recruited and begin targeted services as measured by student profiles and log-in records; (7) 100% of students with a school-day attendance rate at or below 90% in the prior school year will be identified for targeted services; and; (8) 100% of high need and at-risk students (LEP, IEP/504, etc.) will be identified for target services.

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

(Nov. 2021 - Feb. 2022) (9) Students will demonstrate a 3% or more increase in Reading and Math academic performance on local STAAR aligned (short cycle and interim) benchmark assessments; (10) Students will demonstrate a 10% decrease of in-school suspensions compared to the previous school year as measured by decrease in disciplinary data (PEIMS); (11) Teacher-reported student engagement in learning will improve 25%, as measured by teacher input, survey and rubrics; (12) 90% of students will be on target with receiving services for 45 days (dosage) or longer; and (13) 100% of centers will make progress on all benchmarks, receive a score value of "Implementing" or higher on TEA (Quality Indicators) performance measures and utilize data to refine, improve, and strengthen the local program for sustainability.

**Third-Quarter Benchmark**

(Mar. 2022 - Jul. 2022) (14) 90% of students with a prior-year unweighted grade point average less than 3.0 will demonstrate improvement; (15) 90% of students will complete coursework and be promoted to next grade level, measured by GPA and grades; (16) 75% of students will be exposed to college, career culture and postsecondary educational experiences (as measured by: at least one virtual/in-person college visit, guest speaker, and college application); (17) 95% students and parents will engage in Summer Learning Institute; (18) 25% of parents will report gaining skills and knowledge (leadership, financial literacy, critical thinking, college readiness, etc.) during after school, Saturday, and Summer activities; (19) Students will demonstrate a 3% increase from baseline in on STAAR Reading and Math; (20) 100% of centers will meet goals, benchmarks and be rated "Implementing" or higher on TEA (Quality Indicators); and (21) All schools will improve TEA rating to a minimum of 'C' or better.

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

TC will select and collaborate with a highly qualified independent external evaluator with 20+ years of experience in state and federal grant evaluation. The evaluation will include ongoing program monitoring through both formative and summative methods. The evaluation is designed to assist the improvement of program quality and increase academic outcomes, aligned to: benchmarks, SMART goals performance measures and the Texas ACE Blueprint. Formative evaluation will address implementation of project activities, determine progress and inform necessary program modification for sustainability on: 1) Academic Performance and Growth on State Assessments; 2) Attendance; 3) Positive Behavior and Decrease Suspensions; 4) Grade Point Average (GPA) and Promotion; 5) Student Engagement; 6) Graduation; 7) College Preparation/Readiness; and; 8) Parent Engagement. Ongoing findings will be critical in informing any necessary program modification based upon activities/services effectiveness and impact on all goals, benchmarks such as overall student achievement, etc. Texas ACE Blueprint, Quality Indicators (Qis) will also inform practice and promote movement from "Implementing," to "Optimizing." Summative evaluation will determine program impact upon: ● participation in programming at (100%) centers; ● academics to raise STAAR (3% increase); ● positive behavior, reduce (10%) in-school suspension; ● parental involvement (25%); and; ● use of 5 sites beyond "normal" school hours in a safe environment, etc. DATA COLLECTION: Program effectiveness will be assessed through data methods aligned to performance measures to include collecting both program-and student-level data. Qualitative and quantitative data (FERPA compliant) to include: 1) surveys (annually); 2) participation logs (daily); 3) activity logs (weekly); 4) types of student, teacher and adult training activities (topics, frequency, participation, and competencies) (weekly); 5) total students and parents served (weekly); 6) comparison of pre/post records students' performance (attendance, grades/GPA, graduation, behavior, discipline, promotion, engagement, etc.) (monthly); and; 7) observations by project staff (quarterly), etc. Evaluation will ensure TC ACE effectively achieves performance measures, goals and benchmarks in a timely manner. In the event issues arise, or progress is not met, an action plan will be developed for improvement and sustainability.

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**8. Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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**9. Statutory/Program Requirements**

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.
  - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
  - b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
  - c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

Texans Can Academies (TC), a charter system/LEA, operates a unique network of 13 high-need charter high-schools serving the most at-risk 9th – 12th grade students in Austin, Dallas, Fort Worth, Garland, Houston, and San Antonio. TC’s target population is at-risk and underserved youth and includes a high percentage of minority, limited English proficient, low-income, and some of the most undereducated students in Texas. After conducting extensive community and charter-wide needs assessments, TC and partners are proposing to implement ACE Program centers (TC ACE) in 5 of its most at-risk high schools across Texas: Austin (1), Houston (3), and San Antonio (1). (a) NEEDS ASSESSMENT PROCESS: A comprehensive assessment was conducted to prioritize campuses most in need of ACE resources. Led by TC’s Superintendent, ACE Project Director, and evaluator, the team conducted comprehensive community and campus needs assessments to identify the specific needs of students, families, and the community as well as to identify schools with students most in need of out-of-school time services. The campus assessment reviewed multiple objective data sets including the campus level data and student academic achievement such as: state standardized test scores (STAAR-EOC), Texas Education Agency (TEA) 2019-20 district and campus Texas Academic Performance Reports (TAPR), TC’s district and campus improvement plans, school performance reports, and TC student, parent, and educator surveys. Focus groups were also held with students, parents, and school administrators and teachers. TC ACE has been designed based on findings from a review of all objective data, principles of effectiveness, related research in effective after school programs, and the Texas ACE Blueprint and is designed to meet the statutory requirements and performance measures delineated in TEA’S Program Guidelines. COMMUNITY ASSESSMENT: A thorough systematic community needs assessment was conducted to determine the need for after-school centers, to identify meaningful activity types, to locate community resources, and identify gaps in services. Through this process, TC identified notable gaps and weaknesses related to each school’s infrastructure, resources, practices, instruction, and support mechanisms that led to the design of TC ACE. (b) SERVING STUDENTS MOST IN NEED: The proposed 5 TC campuses currently serve 1,902 students in grades 9 – 12 , many of whom are categorized as some of the hardest to serve at-risk, low-income, minority student populations in Texas. TC campuses are located in large urban cities where 35.6% of families live in poverty and only 30% have bachelors degree or higher. Of students in target schools: 92.7% are at-risk (vs State at 50.6%); 86.7% are Economically Disadvantaged (vs State at 60.3%); 65.9% are Hispanic (vs State at 52.8%); and 28.2% are African-American (vs State at 52.8%). In 2018, TC students had a dropout rate of 22.7% compared to the State at 1.9% while a mere 33.4% of TC students graduated compared to the State’s 90%. Additionally, the proposed 5 centers, all of which are eligible for Title I Section 1114, placing them at significant risk of failure. TEA rated all 5 TC target schools as a 'D', requiring comprehensive plans (Statutory Priority 1). These ratings are due to very low STAAR outcomes (approaches level) in Reading (36.4%) and Math (67.4%), compared to the State at 75% and 82%, respectively. For 2019 graduates, only 6.2% were college ready compared to the State at 53%. Only 14.4% of graduates were college ready in Reading and 5.1% in Math versus the State’s 60.7% and 48.6%, respectively. (c) PLAN TO ASSESS/RECRUIT STUDENTS MOST IN NEED: Throughout the duration of the project, at no cost to the grant, TC’s assessment team will continually evaluate and identify students most in need of services, reviewing student data bi-annually and encouraging referrals from TC educators, staff, and parents. NEEDS OF WORKING FAMILIES: TC conducted student and parent surveys (Spring 2019) to determine needs of working families/ students. Parent Surveys show a high need for engaging after-school programs (84%), academic supports for students (92%), and college/career readiness programs (87%). Student Surveys showed interests in afterschool programs providing homework assistance (72%), arts, dance, music (78%), athletics/sports (84%), and college/career readiness (80%).

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

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

TC ACE is designed to meet the needs and positively impact students and families, particularly at-risk, low-income, and English Learners, during non-school hours. The target population is at-risk and underserved youth and includes a high percentage of minority and some of the most undereducated students in Texas. As such, aligned to its comprehensive community and charter needs assessment, TC will utilize data-driven methods at all 5 centers to measure impact over time on the following: academic performance, attendance, positive behavior, GPA grade promotion rates, and graduation rates and decrease in-school suspension. Further, positive impact at the grant and center levels, is expected to immediately identify needs, gaps in services, and at-risk factors identified and aligned to Performance Measures, SMART goals and benchmarks. Baseline data has been gathered and any missing data will be collected upon award. Impact overtime is estimated to impact the following measures, but not limited to:

- **GROWTH IN STATE ASSESMENT:** TC ACE goal is to ensure students master TEKS and STAAR core academic concepts by demonstrating a 3% increase or more in STAAR outcomes by July 2022. Incremental data gathering on short cycle and interim local assessments are embedded in the program design to gauge progress over time from baseline (STAAR Reading 36.45% and Math 67.4%). The overall expected impact is a (3%) or more increase on this established measure. To achieve this, TC ACE’s design has also embedded targeted after school learning supports, extended day learning opportunities and intervention activities that complement daily learning and academic instruction. All 5 centers will be further informed through purposeful and transparent data gathering and monitoring (daily and weekly) methods to collect incremental student outcomes through targeted tutoring, interventions, homework assistance, and hands-on learning activities. If students demonstrate being at-risk of not meeting expected outcomes, immediate personalized academic interventions; innovative methods of reteaching and reinforcing core academic TEKS standards; and; academic counseling will be provided to overall address students’ needs and address gaps in learning related to state and local proficiency academic achievement standards.
- **IMPROVED GPA:** TC ACE has established aggressive goal(s) of improving 90% of students with a prior-year unweighted grade point average less than 3.0; as well as; 90% of students completing coursework to be promoted to next grade level as measured by prior year GPA, course credits and grades (baseline to be established upon award). The expected impact will be monitored through regular (daily, weekly, monthly, semester, and end of year) data gathering methods, as prior mentioned, during: targeted tutoring services and support; homework assistance; STAAR test preparation; and project-based enrichment activities that complement school work. To further monitor individual daily and weekly progress, and achieve desired impact educators will use local methods to assess students after using innovative teaching strategies, technology-based and hands-on activities aligned to students’ academic needs and interests. After assessed, students requiring additional assistance in core areas will immediately receive individual or small group tutoring directly aligned to classroom instruction.
- **IMPROVED BEHAVIOR:** TC ACE goal is to identify target students who experienced in-school suspensions and achieve a demonstrated (10%) decrease of in-school suspensions compared to the previous school year as measured by decrease in disciplinary data (PEIMS, baseline to be collected upon award). Strategic monitoring of student outcomes through individual logs on internal behavioral and disciplinary actions (daily, weekly and monthly) will be conducted. For youth demonstrating at-risk behavior, ACE staff will develop a plan to incorporate personalized activities that promote healthy decisions and lifestyle choices and support youth in skills-building including effective decision-making, self-esteem, self-confidence, and etc. TC ACE will also achieve expected impact upon positive behavior by engaging students in social-emotional learning, communication, and promoting healthy choices
- **INCREASED ENGAGEMENT:** Fully engaging all learners in their education is key to the success of TC ACE. The goal on this measure is to improve teacher-reported student engagement in learning by (25%). This expected impact will be measured by regular data gathering and reporting techniques, including rubrics and observations, short cycle and interim collection of outcomes documented by teachers. Overall, TC ACE will offer a wide array of academic, artistic, and enrichment opportunities to promote students and parents success.

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

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

TC is proposing to provide a comprehensive and highly engaging ACE after-school, weekend, and summer program at 5 participating centers, all which have been rated as 'D' by TEA and requiring comprehensive plans support activities and which have an at-risk population (92.7%) greater than the state's at-risk rate of 50.6% (Statutory Priority 1). TC ACE will offer evidence-based academic supports and interventions, enrichment opportunities, family and parent support, and college and job readiness activities to students and their families, particularly at-risk, low-income, and English Learners, during non-school hours. During the regular 2021-2022 school year (fall/spring), TC ACE will operate 15 hours per week (Mon-Thurs and Saturday) for 32 weeks at 5 participating centers. Center activities will be held each hour the center is operating (minimum 45 consecutive minutes). Services will be provided at no cost to participants. • **COORDINATION WITH REGULAR SCHOOL DAY:** TC ACE will provide an all-inclusive out-of-school program beyond the regular school day that will offer a wide array of supplemental academic, artistic, and enrichment opportunities to students and their families, particularly those identified as at risk of academic failure or drop out. Academic, academic enrichment, accelerated learning, and tutoring activities will align and be integrated with the regular school day and state standards to address student needs. Enrichment activities will enhance academic activities and will include interactive project-based learning. All activities will be aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic program. • **IMPROVING STUDENT ACHIEVEMENT:** Centers will provide services which close achievement gaps, improve student achievement, and create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, creating a generation of college and workforce ready students. To improve overall student academic achievement, including benchmark, STAAR scores, and grades in core subjects, TC ACE will provide developmentally appropriate: 1) targeted, TEKS aligned, evidence-based academic interventions, academic enrichment, prescriptive tutoring, homework support, study skills development, ELL support and credit recovery to students in most need of academic assistance; 2) theme-based literacy and numeracy instruction; and 3) STAAR-EOC preparation. As needed, ACE will incorporate remote learning for students including virtual instruction, homework support, and E-Learning. • **ENGAGING STUDENT ACTIVITIES:** TC ACE will work with joint partners (Statutory Priority 2) to offer a wide array of engaging activities. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including 4) enrichment activities such as: • educational field trips • project-based learning, • physical fitness/wellness (Fit and Faithful Living), • arts, • computer literacy; 5) Socio-Emotional Learning (SEL) including • youth leadership/character development; 6) college awareness (Dallas College, TSTC); and 7) job readiness in STEM (Baylor Scott and White), Architectural Design, and Engineering Graphics Technology (TSTC). 8) Saturday Academies will engage students and parents in learning such as: • expanded tutorials, enrichment, and SEL opportunities for youth; • credit recovery; • college search, assistance with college admissions/financial aid applications, and in person and virtual college tours; and • career readiness and exploration. • Saturday Family Engagement will include parenting skills, fostering involvement in child's academic success; • financial literacy, adult education; and • referrals to GED, ESL. Parents will have access to virtual learning and online resources to support student and family learning. Activities will be aligned with other local and TEA initiatives (Program Priority 1). • **SUMMER ACTIVITIES:** TC ACE will host a Summer Learning Institute to support continued learning and minimize summer learning loss. The Institute will operate for 6 weeks, 6 hours per day (Mon-Thurs), and will encompass: literacy development, credit recovery, college and career readiness (assistance with college admissions/financial aid applications, college search, trips to local colleges/universities), TSI/SAT/ACT and STAAR-EOC preparation, targeted tutoring, and Socio-Emotional Learning (positive behavioral skills, character and youth leadership development). The Institute will include a STEM component, exposing youth to advanced learning through interactive, hands-on activities. • **ACE OVERSIGHT:** The ACE Project Director will coordinate and monitor all activities, supported by Site Coordinators and Family Engagement Specialist. ACE staff will survey students/parents to solicit feedback, and incorporate suggestions.

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

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

TC ACE is designed to meet Texas ACE objectives to improve academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. To meet the many needs, gaps in services, and at-risk factors identified in its comprehensive community and charter needs assessment, TC administrators and staff sought out partnerships with diverse organizations from local communities that could: 1) expand the charter's capacity to successfully implement an ACE Program and achieve program goals, 2) increase the scope and quality of services provided, and 3) increase likelihood of sustainability. After an extensive search to identify key partners that add value and demonstrate an expansion in TC's service delivery capacity, the charter formed a unique planned partnership with Dallas College, Texas State Technical College (TSTC), Baylor Scott and White Health Center, Goodwill Industries, and Fit and Faithful Living. CONTRIBUTIONS TOWARD ACHIEVING OBJECTIVES: TC ACE partners will contribute to improving academic achievement through the provision of academic enrichment activities designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing students' regular academic program. All partners have agreed to: ● contribute to the scalability of TC ACE; ● actively participate in program planning, development, and service delivery; and ● commit to sustaining the program over time required to increase the academic performance of students and meet or exceed statewide ACE program objectives. Partners will have a pivotal role in delivering academic strategies and enrichment services, particularly college awareness and career readiness activities, not readily accessible to students who will be served and will expand access to high-quality services available in the community (Statutory Priority 2). Dallas College, TSTC, and Baylor Scott and White will support TC in designing and delivering a wide range of academic and enrichment opportunities including engaging STEM-based and socio-emotional learning (SEL), behavioral and social skills development, student leadership training, and financial aid and literacy workshops for students/parents. Partners will also provide post-secondary readiness activities to promote a college-going culture including information about college admissions and financial aid processes. Students will have access to in-person and virtual tours of partner colleges. Baylor Scott and White will provide expose students to careers in health and STEM professions while TSTC will provide students training in Architectural Design & Engineering Graphics Technology. Goodwill Industries will provide youth access to job readiness (resume writing, interviewing skills, job search), job skills training, and employment placement services. Fit and Faithful Living will provide health and wellness programs, education awareness, and empowerment. Partners will also contribute towards meeting TEA's Critical Success Factors for ACE including: ● Students' and families' active participation and engagement in learning; ● Students' and families' increased sense of involvement in school; ● Implementation of strategies learned through training; and ● Use of assessment data to revise/evaluate student services. PROGRAM SUSTAINABILITY: Upon contract award, all partners and ACE Steering Committee (at no cost to grant), will implement on-going strategies for sustainability including: ● establishing collaborative relationships with community partners to support program; ● identifying private and government grant funds; and ● securing in-kind resources/services from providers to sustain activities. ACE funds will supplement not supplant services provided with local/state funds.

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

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

**ACADEMIC PERFORMANCE & ACHIEVEMENT:** Research indicates that students who participate in afterschool programs achieve higher grades and higher standardized test scores than students who do not participate in these programs (Shernoff, D., 2010). Additionally, regular student participation in 21st CCLC programs was consistently associated with higher state assessment scores in reading and math (Naftzger, N., et al, 2013). TC ACE will apply research and best practices to provide educational and enrichment activities that enhance academic performance, achievement, college and career readiness, and positive youth development of students. To ensure student mastery of TEKS and STAAR core academic concepts, the program complements daily learning and academic instruction with targeted extended day learning. All centers will offer after school learning supports and intervention activities for students Monday – Thursday (2-3 hours/day) and Saturday. Targeted tutoring, homework assistance, and hands-on learning activities will support at-risk students in: ● remedial academic intervention; ● increasing academic proficiencies in core subjects; ● credit recovery; ● meeting state and local academic achievement standards; and ● graduate college and career ready. As needed, ACE will incorporate remote learning for students including virtual instruction, homework support, and E-Learning. Weekly Saturday Academies (4 hours/day) will allow students and parents to engage in learning together, providing parents insight into what their child is learning. **POSITIVE YOUTH DEVELOPMENT:** Evaluations of ACE programs also revealed a positive relationship between program attendance and improvement in student motivation and attentiveness (Naftzger, N., 2014). To support students' positive youth development, TC ACE incorporates multiple engaging social-emotional learning (SEL) and skills building activities to strengthen youths' leadership skills, character development, creative expression, and community/civic engagement. **COLLEGE AND WORKFORCE PREPARATION:** TC ACE college readiness activities will support youth and families in college search, completing admissions and financial aid applications, and coordinate college campus tours. Career readiness will include exposure to high demand careers (including STEM and technical careers), career research, project-based learning in specific fields (robotics, technology, etc.), and professional presentations.

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

TC ACE will operate 5 centers at several of its high schools across Texas including Austin (1), Houston (3), and San Antonio (1). Serving the most impoverished communities in these cities, each campus is strategically located in the heart of inner-city communities so that Texans Can is able to reach and serve youth and families most in need of academic and educational supports. As such, these high schools are within walking distance or a short transit bus ride from the homes of most students. **TRANSPORTATION NEEDS OF STUDENTS:** Serving high school aged youth, more than half of Texans Can student participants either walk to and from school, ride a city bus, or provide their own transportation by driving themselves or securing rides with parents/guardians or other licensed individuals. **TRANSPORTING STUDENTS FROM CENTER BACK HOME:** Students participating in the ACE program will be directly dismissed from their school day to the program located on their home Texans Can campus. As such, students will not require transportation to the center immediately after school. However, once daily after school programming ends, students will have the option of securing their own transportation or utilizing transportation options provided by Texans Can. Texans Can will provide daily busing of youth participants from the Center back home throughout the regular school year (fall and spring semesters) and during summer programming. Additionally, Texans Can will offer public transit tokens for students who prefer to utilize city bus transportation to return home. **STUDENT TRAVEL TO AND FROM OFF-SITE ACTIVITIES:** Texans Can buses will also provide transportation services for students while participating in off-site program activities. Further, during activities located in areas other than the home center site, Texans Can will provide transportation from the location back to the home center site. Throughout all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio. Texans Can will also provide transportation assistance (public transit tokens, etc.), as needed, to families participating in adult education, family literacy and similar activities. All Texans Can transportation guidelines and policies will be followed.

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

7. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Please describe the applicant's plan to inform the community about the center and participating in the program.

Texans Can (TC) has created an ACE Marketing Team consisting of teachers, educators, staff, parents, and community members. The Marketing Team, with support of ACE partners, will execute an extensive outreach and marketing plan to recruit potential participants as well as to disseminate information about the program throughout Austin, Houston, and San Antonio. OUTREACH/MARKETING PLAN: Outreach information will be disseminated through a multitude of measures to ensure that it is easily accessible by local students, parents, and families. The ACE Marketing Team, Project Director, Site Coordinators, Family Education Specialist, and partners will work with local community organizations and other youth-serving entities to disseminate program information and implement an extensive marketing/community outreach initiative including: • Promoting the ACE Program through TC's and partners' websites and social media pages; • Creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, families, caregivers, teachers, and community; • Distribution of flyers and posting of informational posters throughout local neighborhoods and communities; • Public service announcements and press releases; • Posting of information in local newspapers; and • Announcements and presentations at: TC's new student and parent orientations in participating campuses, monthly and quarterly School Board meetings, and PTSA meetings. Site Coordinators will assist in student recruitment efforts by making presentations at various school events and functions including Back to School Nights, student assemblies, and in-school announcements. Texans Can will also post informational displays at participating campuses. Additionally, TC will host recruitment drives at ACE Centers throughout the school year, at minimum once per semester. To ensure all outreach efforts are understandable, accessible, and transparent, all marketing information (written, electronic, etc.) will be available in both English and Spanish. Further, the Texas ACE© logo will be included in all outreach and communication materials and will comply with Texas ACE© branding guidelines.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

TC will coordinate public resources from federal, state, and local programs to supplement TC ACE activities and vice versa through the effective coordination of available resources. TC receives federal funding through Title I, Title II, School Improvement, IDEA grants, and state general funds. Private funding is leveraged through Charity Ball Associates, Federal Express, and Cars for Kids – Texans Can's highly successful 501c3 charity business enterprise. Cars for Kids generates millions of dollars with 100% of net proceeds going directly into TC schools and programs. TC also receives federal funds from the US Department of Education for its Teacher Incentive Fund (TIF) Innovative and Approaches to Literacy (IAL) Program. Grant funding allows TC to expand pedagogy and improve student academic performance (TIF) as well as support high-quality programs that enhance youths' literacy skills development and increase student achievement (IAL). TC will integrate the ACE Program with these and other local initiatives designed to increase specific academic student outcomes (Program Priority 1). ACE will also work with TC's Social Workers to implement mentor programs. Aligned with TC's needs assessment results, integration will address student academic performance, attendance rates, drop out rates, graduation rates, and college readiness. • IMPACT ON SHORT-TERM GOALS: Program integration of TC ACE with other TEA or local initiatives will impact short-term goals by immediately supporting youth in gaining academic skills and competencies, particularly in literacy and numeracy. In turn, students will witness overall improved academic performance. Involvement in integrated activities and skills-building opportunities will also support youth in improving school attendance, exhibiting positive behavior, and decreased disciplinary referrals. • IMPACT ON LONG-TERM GOALS: Program integration will also impact long-term goals including promoting academic advancement, decreasing drop out rates, and improving graduation rates as well as enhance college and career readiness. Further, TC ACE and integrated programs will assist in creating college going cultures at each center benefiting students and parents for years.

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

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

● **PRELIMINARY SUSTAINABILITY PLAN:** During conceptualization of the ACE Program, Texans Can (TC) and key partners took measures to develop coordinated strategies and preliminary plans for continuing the program after funding ends. Initiatives will include working with TC's executive team (administrators, management, etc.) to support and guide sustainability efforts; accessing TEA state-level resources which assist programs in implementing sustainability strategies; and researching/securing external grants and funding opportunities for future support.

● **BUILDING SYSTEMIC INFRASTRUCTURE:** TC and partners will use Texas ACE funds to build upon its systemic infrastructure of expanded learning opportunities. Currently operating a Cycle 10 ACE Program in its Dallas campuses, TC has already established a strong organizational base, sustainability plan, and systemic infrastructure (i.e. policies, procedures, systems, schedules, etc.) for ACE Programs. TC's resources among its headquarters and 13 campuses statewide will also be maximized for student use and to support program sustainability. For example, the proposed 5 campuses will host the ACE centers at their facilities utilizing district technologies and resources at no-cost to the program.

● **USING RESOURCES TO ASSIST LOCAL SUSTAINABILITY:** TC and partners will work with partners and community stakeholders to develop sustainability plans that address local needs, consider local resources, and demonstrate how the program will achieve sustainability. TC will ensure the needs of the community drive this program and will conduct ongoing assessments of local resources to identify potential program supporters. TC will invite local businesses and community members to visit ACE centers and observe student learning, benefits to the overall community, and encourage their participation in developing strategies for sustainability. Finally, TC's development department is well adept at raising millions of dollars to sustain much needed programs and will commence extensive efforts to identify and secure grant funding from federal, state, and private resources.

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

TC takes pride in embracing individuals of all ages (as appropriate), races, and ethnicities as volunteers to its schools and communities and encourages the assistance of appropriately qualified volunteers to support student success.

● **SCREENING/PLACING VOLUNTEERS:** TC understands that volunteer use is encouraged and can help provide students with an adult advocate, which is emphasized in best practice research on out-of-school time as well as a critical success factor for Texas ACE. As such, TC executes safe, structured volunteer programs. As delineated in the Texas ACE Blueprint, and in accordance with Senate Bill 9, all volunteers who will have direct interaction with children and youth in TC ACE must be fingerprinted and undergo a criminal background check to ensure youth safety. TC will adhere to charter agency policies regarding fingerprinting procedures. Interested adults will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, and need for support in volunteer opportunities.

● **TC ACE VOLUNTEER PROGRAM:** TC will call upon current volunteers, many who are current or retired educators, to assist with activities such as literacy education, enrichment activities, homework assistance, parent/family engagement, ESL support, financial literacy, and accessing virtual and online learning resources. Ongoing volunteer recruitment will include presentations and dissemination of information at local community events, social media postings, etc. Qualified adults will be trained by ACE staff to be effective volunteers in after-school, weekend, and summer activities with both students and parents. TC and partners are also proud to have the support of professional organizations (Chambers of Commerce, etc.), businesses (financial institutions, etc.), educational institutions, non-profit organizations, and leaders for potential volunteers. Professional volunteer opportunities may include sharing knowledge through ACE Career Speaker Series, providing presentations on in-demand careers, college and career readiness, financial literacy and financial aid workshops, etc. Parents will be encouraged to participate in the voluntary ACE Steering Committee (at no cost to grant) to provide feedback on ACE activities, increase community awareness, evaluate program effectiveness, and inform operations and sustainability plans and will be asked to volunteer and help at ACE activities, as feasible.

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

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

TC ACE will focus on recruiting and retaining targeted students to receive the required dosage (90%+) necessary to realize full academic benefits. TC ACE 2021-2022 school year operation schedule includes: 16 hours (Mon-Th., Sat.) for 16 weeks (32) total (fall/spring) and 24 hours per week (Mon.-Th.) for 6 weeks (summer) for a total of 38 weeks at 5 participating centers. Center attendance requires: fall/spring at (minimum of 45+ days at 90+ consecutive mins.) and summer (minimum 12+ days at 240+ mins.) for grades 9-12 held at each center. ● **STRATEGIES:** TC is well adept at recruiting eligible students to programs and will incorporate proven strategies to increase overall attendance as correlated to positively increase student outcomes: (1) extensive marketing and outreach plan; (2) engaging enrichment programming for (750+) students; (3) timely entering and monitoring of attendance (logs, daily check in, daily sign-ins, etc.) daily/weekly (fall/spring), 45+days@90+, (summer)12+days@240+min./per day); (4) examining weekly trends of participation logs (paper and electronic); (5) reviewing weekly activity logs of all activities; (6) establishing parental (150+) engagement activities to meet with parents regularly; and; (7) providing a variety of incentives to increase attendance to include but not limited to: light nutritional snacks at each center based on the needs of students served. ● **GOAL:** Target students who had a school-day attendance rate at or below 90% in the prior school year; will be identified and provided targeted services to improve students' attendance rate (95%+) in the current school year and ((fall/spring), 45+days@90+, (summer)12+days@240+min./per day) in the after school program. ● **TARGETS:** In order to be on target to meet the dosage ((fall/spring), 45+days@90+; (summer)12+days@240+min/per day); in after school programming TC ACE will also utilize Texas ACE (Texas Track System) to monitor every student is in attendance and on target to meet requirements (daily and weekly). Attendance data collection: [fall] 1(Aug.17-Oct.15); 2(Oct.18-Dec.17), [spring] 3(Jan.6-Mar. 25), 4(Mar.28-May 23); and [summer] (Jun.1-Jul.10). If the expected dosage (90%+, etc.) is not met, an action plan with strategies will be put in place.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

As discussed in response to Item 9.1 Statutory/Program Requirements, TC conducted extensive assessments to inform TC ACE Program operations, staffing, and budget. Center-level needs assessments were conducted at each proposed center in Austin, Houston, and San Antonio to identify the specific needs of students and families as well as identify students most in need of out-of-school time services. Multiple district and campus level data sets were reviewed. Campus assessments, including student and parent surveys, also helped to determine the need for after-school centers, identify meaningful activity types, locate community resources, and identify gaps in services. TC staff assessed human capital, operations, and campus resources to inform center operations. Results guided the creation of center schedules (weekdays before and after school, and Saturday) that address the unique needs of students and families while also meeting ACE's statewide measures of effectiveness and student service targets. ● **STAFFING:** Based on the extensive needs of these at-risk campuses, as well as TC's experience operating an ACE Cycle 10 program, staffing was determined. TC ACE will fall under the oversight of TC's Superintendent and will be directly supervised by a highly experienced Project Director. Site Coordinators (5) will be hired to coordinate and ensure high-quality project services are implemented at each center. A Family Engagement Specialist (1) will be responsible for planning, coordinating, and implementing culturally relevant family programming. Teachers (5 per campus) will be hired to deliver high-quality instruction to students while tutors (3 per campus) will provide youth homework support. ● **BUDGET PLAN:** TC developed the proposed budget plan in accordance with Texas 21st CCLC Program Guidelines. TC and partners are requesting a reasonable amount of funding necessary to: 1) meet program objectives, measures of effectiveness and student service targets; and 2) meet grant requirements without exceeding the maximum amount allowed per budget component including grantee-level and center-level fixed costs and per student costs. Budget items are reasonable and necessary in order to carry out project objectives and activities. ACE funds will supplement, not supplant, programs and services provided with local or state funds.

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**10. Equitable Access and Participation**

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Academic Instruction (25 Teachers - 5 per campus)	\$150,000
2.	Tutors (15 Tutors - 3 per campus)	\$281,250
3.	Program Management and Administration (Director, Site Coordinators & FES)	\$315,000
4.	Fringe Benefits	\$105,000
5.		

**Professional and Contracted Services**

6.	Mentoring and Enrichment Programs	\$25,000
7.	Character Education to promote social emotional learning experiences & build character	\$25,000
8.	Educational programs that provide job training and certificates of completion	\$25,000
9.	Independent External Evaluator	\$15,000
10.	Professional Development Training/Staff Development	\$25,000

**Supplies and Materials**

11.	Campus supplies and materials for students	\$50,000
12.	Campus supplies for family engagement activities	\$5,000
13.	Supplies for daily operational management	\$5,000
14.		

**Other Operating Costs**

15.	Required travel for staff to Texas ACE state and regional training, meetings, and conferences	\$3,250
16.	Center Transportation for all program students	\$60,000
17.	Nutritional snacks and other operational costs	\$10,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

***You may duplicate this page.***

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

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

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

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# Center Operations Schedule

County-district number or vendor ID: 057804

## Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	057804009	Texans Can Academy – Houston North 3401 Hardy St. Houston, TX 77009	0	9 – 12	150	30
2	057804010	Texans Can Academy – Houston Hobby 9020 Gulf Freeway Houston, TX 77017	0	9 – 12	150	30
3	057804011	Texans Can Academy – San Antonio 1807 Centennial Blvd. San Antonio, TX 78211	0	9 – 12	150	30
4	057804012	Texans Can Academy – Houston Southwest 9745 Bissonnet St. Houston, TX 77036	0	9 – 12	150	30
5	057804006	Texans Can Academy – Austin 2406 Rosewood Avenue Austin, TX 78702	0	9 – 12	150	30
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	057804009	Texans Can Academy – Houston North 3401 Hardy St. Houston, TX 77009					9 – 12	150	30			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/17/2021			12/17/2021			16			
Spring Term			01/06/2022			05/23/2022			16			
Summer Term			06/01/2022			07/10/2022			6			
Total number of weeks:									38			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00
Tuesday			5:00	7:00			5:00	7:00	8:00			2:00
Wednesday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00
Thursday			5:00	7:00			5:00	7:00	8:00			2:00
Friday			5:00	7:00			5:00	7:00				
Saturday	8:00			12:00	8:00			12:00				
Sunday												
<b>Total Hours Per Week:</b>	16				16				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Saturday Tutorials and Enrichment Activities, Saturday Family Engagement, College and Career Field Trips to local worksites or Institutions of Higher Education											
<b>Parent/Legal Guardian Activities</b>	Saturday Family Engagement will include culturally relevant enrichment activities, parenting skills workshops, fostering involvement in child's academic success; family literacy, financial literacy, adult education; and referrals to GED, ESL and continuing education classes offered by local community colleges and partners.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
0Center	057804010	Texans Can Academy – Houston Hobby 9020 Gulf Freeway Houston, TX 77017						9 – 12	150	30			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/17/2021			12/17/2021			16			
Spring Term				01/06/2022			05/23/2022			16			
Summer Term				06/01/2022			07/10/2022			6			
Total number of weeks:										38			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00	
Tuesday			5:00	7:00			5:00	7:00	8:00			2:00	
Wednesday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00	
Thursday			5:00	7:00			5:00	7:00	8:00			2:00	
Friday			5:00	7:00			5:00	7:00					
Saturday	8:00			12:00	8:00			12:00					
Sunday													
<b>Total Hours Per Week:</b>	16				16				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Saturday Tutorials and Enrichment Activities, Saturday Family Engagement, College and Career Field Trips to local worksites or Institutions of Higher Education												
<b>Parent/Legal Guardian Activities</b>	Saturday Family Engagement will include culturally relevant enrichment activities, parenting skills workshops, fostering involvement in child's academic success; family literacy, financial literacy, adult education; and referrals to GED, ESL and continuing education classes offered by local community colleges and partners.												

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	057804011	Texans Can Academy – San Antonio 1807 Centennial Blvd. San Antonio, TX 78211					9 – 12	150	30				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/17/2021			12/17/2021			16			
Spring Term				01/06/2022			05/23/2022			16			
Summer Term				06/01/2022			07/10/2022			6			
Total number of weeks:										38			
<b>Center Schedule</b>													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00	
Tuesday			5:00	7:00			5:00	7:00	8:00			2:00	
Wednesday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00	
Thursday			5:00	7:00			5:00	7:00	8:00			2:00	
Friday			5:00	7:00			5:00	7:00					
Saturday	8:00			12:00	8:00			12:00					
Sunday													
<b>Total Hours Per Week:</b>	16				16				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>		Not applicable.											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Saturday Tutorials and Enrichment Activities, Saturday Family Engagement, College and Career Field Trips to local worksites or Institutions of Higher Education											
<b>Parent/Legal Guardian Activities</b>		Saturday Family Engagement will include culturally relevant enrichment activities, parenting skills workshops, fostering involvement in child's academic success; family literacy, financial literacy, adult education; and referrals to GED, ESL and continuing education classes offered by local community colleges and partners.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	057804012	Texans Can Academy – Houston Southwest 9745 Bissonnet St. Houston, TX 77036						9 – 12	150	30			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/17/2021			12/17/2021			16			
Spring Term				01/06/2022			05/23/2022			16			
Summer Term				06/01/2022			07/10/2022			6			
Total number of weeks:										38			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00	
Tuesday			5:00	7:00			5:00	7:00	8:00			2:00	
Wednesday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00	
Thursday			5:00	7:00			5:00	7:00	8:00			2:00	
Friday			5:00	7:00			5:00	7:00					
Saturday	8:00			12:00	8:00			12:00					
Sunday													
<b>Total Hours Per Week:</b>	16				16				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Saturday Tutorials and Enrichment Activities, Saturday Family Engagement, College and Career Field Trips to local worksites or Institutions of Higher Education												
<b>Parent/Legal Guardian Activities</b>	Saturday Family Engagement will include culturally relevant enrichment activities, parenting skills workshops, fostering involvement in child's academic success; family literacy, financial literacy, adult education; and referrals to GED, ESL and continuing education classes offered by local community colleges and partners.												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
5Center	057804006	Texans Can Academy – Austin 2406 Rosewood Avenue Austin, TX 78702						9 – 12	150	30			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/17/2021			12/17/2021			16			
Spring Term				01/06/2022			05/23/2022			16			
Summer Term				06/01/2022			07/10/2022			6			
Total number of weeks:										38			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00	
Tuesday			5:00	7:00			5:00	7:00	8:00			2:00	
Wednesday	6:30	7:30	5:00	7:00	6:30	7:30	5:00	7:00	8:00			2:00	
Thursday			5:00	7:00			5:00	7:00	8:00			2:00	
Friday			5:00	7:00			5:00	7:00					
Saturday	8:00			12:00	8:00			12:00					
Sunday													
<b>Total Hours Per Week:</b>	16				16				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Saturday Tutorials and Enrichment Activities, Saturday Family Engagement, College and Career Field Trips to local worksites or Institutions of Higher Education												
<b>Parent/Legal Guardian Activities</b>	Saturday Family Engagement will include culturally relevant enrichment activities, parenting skills workshops, fostering involvement in child's academic success; family literacy, financial literacy, adult education; and referrals to GED, ESL and continuing education classes offered by local community colleges and partners.												



Date: December 14, 2020

**Texas Education Agency**  
Grants Administration Division  
Attn: Christine McCormick  
1701 N. Congress Ave.  
Austin, TX 78701-1494

Re: Partnership Agreement for 2021–2022 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 11

Dear TEA Representatives:

Dallas College District is proud to extend this partnership agreement with Texans Can Academies in the proposed 2021–2022 Texas 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant application. Texans Can and partners have worked cooperatively to develop a responsive, innovative and engaging after-school program to meet the needs of some of the highest risk students in this region. Texans Can's long lasting relationship with Dallas College has afforded an opportunity for each of our eligible 21<sup>st</sup> CCLC entities to forge a partnership and jointly eliminate the identified educational gaps and weakness experienced by at-risk, underserved students and supporting their enhanced academic performance.

The goal of Texans Can ACE Program is to establish quality and safe learning centers that promote and offer culturally suitable educational programs and activities aimed at improving and increasing the target students', particularly at-risk students, academic performance, attendance, graduation rates, college readiness, workforce competencies, social and behavior skills, etc., and parents' knowledge in college and career options, technology skills, employment competencies and certifications, financial literacy, parenting, and leadership skills. Texans Can has developed a partnership with Dallas College that adds value and demonstrates an expansion in the capacity of Texans Can to achieve this program goal while increasing the scope, quality, and sustainability of services that will be provided by the proposed Texans Can ACE Program.





Texans Can and Dallas College District share a common vision of providing support, resources, expertise, and knowledge to parents, students and the community. Dallas College District representatives have been involved as partners in the planning and development of this after-school initiative and will continue to do so through Texans Can's ACE Executive Team. Dallas College District will play a critical role in support, planning, guidance, and implementation as well as in the delivery of academic strategies and enrichment services, particularly, college awareness and readiness activities required to meet or exceed the program objectives. Collaborative partnership efforts will include, but not be limited to, project development, provision of services, data for the evaluation design and on-going sustainability efforts. Texans Can, Dallas College, and partners will work cooperatively to deliver a wide range of activities including STEM-based and socio-emotional learning (SEL), behavioral and social skills development, student leadership training, college and career readiness, financial aid and literacy workshops, parent engagement, and professional development and enrichment strategies to educators, students and parents.

Texans Can is not requesting financial support from Dallas College. If the grant requires additional funds, Texans Can will provide the funding from their general funds account. Beyond the current dual credit services, Texans Can does not anticipate any additional Dallas College employee support if this proposal is approved and funded.

Dallas College District looks forward to this continued joint partnership with Texans Can which will extend this high quality after-school learning initiative to serve at-risk students, parents and community residents.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shawnda Floyd'.

Shawnda Floyd (Dec 14, 2020 17:37 CST)

*Dr. Shawnda Floyd, Ed.D., J.D.*

*Provost*



OFFICE OF THE PROVOST

3801 Campus Drive  
Waco, Texas 76705

Ph. 254-867-3436  
Fax. 254-867-2006

December 10, 2020  
Texas Education Agency  
Grants Administration Division  
Attn: Christine McCormick  
1701 N. Congress Ave.  
Austin, TX 78701-1494

Dear Ms. McCormick and TEA Representatives:

As the Texans Can Academies School District's higher education partner for dual enrollment, Texas State Technical College (TSTC) is pleased to offer this letter of support to Texans Can Academies in the proposed 2021-2022 Texas 21st Century Learning Centers (CCLC), Cycle 11, Year 1 grant application, as they work to develop an afterschool program to meet the needs of some of the region's highest risk and underserved students, participating in the Architectural Design & Engineering Graphics Technology (ADE) dual enrollment program.

TSTC recognizes that Architectural Design & Engineering Graphics is rapidly growing and is a high demand, high-skill, and high-wage occupation in the region. Programs with this much demand can help Texas Can Academies students become independent adults who contribute to society in a positive way.

With this in mind, TSTC commits to supporting Texans Can Academies in their offerings and supports them in meeting their accountability measures within the Architectural Design & Engineering Graphics Technology pathway leading to an Associate of Applied Science. TSTC will continue to support the high school as their technical education partner.

We look forward to continuing our positive relationship with Texans Can Academies, as they work to provide additional educational and workforce centered opportunities to their students.

Sincerely,

***Patti Tate***

Patti Tate (Dec 11, 2020 08:48 CST)

Patti Tate  
Interim Provost TSTC - Waco



Venita Owens, MBA  
Vice President, BSW HWC  
214.865.3099 Phone  
214.865.3070 Fax  
[Venita.Owens@BSWHealth.org](mailto:Venita.Owens@BSWHealth.org)

Texans Can Academies  
325 W. 12<sup>th</sup> Street  
Dallas, TX 75208

December 3, 2020

To Whom It May Concern:

On behalf of Baylor Scott & White Health and Wellness Center (BSW HWC), I would like to offer my support for Texans Can Academy's request for the 21st Century Community Learning Centers Grant with the Texas Education Agency. BSW HWC is a state-certified training site for Community Health Workers (CHWs) and our program is one of the most robust in North Texas. Our CHW course teaches core competencies such as communication, interpersonal and organizational skills that are transferrable to all areas of life.

I have had the opportunity to work directly with Texans Can Academies over the past year through BSW HWC's Community Health Worker certification classes; which we provide to Texans Can students with an interest in community and public health. The Texans Can Academy has been an engaging and outstanding partner throughout this endeavor in their innovative approaches ensuring broad access to these courses for their students. Additionally, they have shown a great interest in the success of each and every student taking part in the program and remain active as both coaches and advocates to maximize students' success. As a testament to these efforts, BSW HWC has directly been able to engage the talents of two former Texans Can Academy students as interns after their completion of the CHW coursework over the last year. As a result of this partnership, we recognize Texans Can's work in developing outstanding talent within the community as well as a potential source for the talent we depend upon for BSW HWC to serve our community and clients for the foreseeable future.

I fully support and recommend Texans Can Academies for this grant opportunity. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Venita Owens". The signature is written in a cursive, flowing style.

Venita Owens, MBA  
Vice President

4500 Spring Avenue • Dallas • Texas • 75210



December 7, 2020

**Texas Education Agency**

Grants Administration Division  
Attn: Christine McCormick  
1701 N. Congress Ave.  
Austin, TX 78701-1494

Dear Ms. McCormick and TEA Representatives:

Goodwill Industries of Houston (Goodwill Houston) is proud to extend this partnership agreement with Texans Can Academies in the proposed 2021–2022 Texas 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant application. *Goodwill Industries* provides a variety of job readiness, training, and employment tools to offer maximum opportunity for individuals to reach their full potential and is excited to offer these opportunities to Texans Can's ACE Program participants.

Goodwill Houston offers an engaging job readiness, digital skills and financial literacy curriculum to region's highest risk, underserved students and families. Goodwill Houston supports the goal of the Texans Can ACE Program by offering virtual learning opportunities, industry related trainings and Job Connection Center services to promote in-demand educational programs and activities. At Goodwill Houston, our mission is to change lives through the power of work. We educate, train and hire individuals with barriers to employment to help them thrive. We connect people, families and communities to improve lives and to meet the workforce needs of today and tomorrow. Goodwill Houston's Workforce Development programming has been in operation for 75 years and focuses on improving potential for the future of work. This aligns closely with Texans Can ACE Program's initiatives for at-risk students and their families. Goodwill Houston services and programs offered to ACE participants will include job readiness and soft skills training, in-demand training opportunities, job placement services, self-assessments and tools offered through our virtual platform. Goodwill Houston is excited to add value to the program, expanding Texans Can's capacity to achieve this goal while increasing the scope, quality, and sustainability of the ACE Program.

Goodwill Houston, an eligible 21<sup>st</sup> CCLC entity, is proud to partner with Texans Can and partners to offer supports for this high quality after-school learning initiative to at-risk students and parents in this region. The ACE Program will help to eliminate educational gaps and weakness in Texans Can schools and support students in improving their academic competencies and performance.

Sincerely,

A handwritten signature in black ink, appearing to read "Alma Duldulao-Ybarra".

Alma Duldulao-Ybarra  
Vice President of Workforce Development  
Goodwill Industries of Houston



December 4, 2020

**Texas Education Agency**  
Grants Administration Division  
Attn: Christine McCormick  
1701 N. Congress Ave.  
Austin, TX 78701-1494

Dear Ms. McCormick and TEA Representatives:

On behalf of Fit and Faithful Living (FFL), I present this partnership agreement with Texans Can Academies in the proposed 2021–2022 Texas 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant application. Texans Can, Fit and Faithful Living, and partners have collaborated to develop a responsive, innovative and engaging after-school program to meet the needs of some of the city’s highest risk, underserved students and families in Houston, Austin and San Antonio.

The goal of the Texans Can 21<sup>st</sup> CCLC Program is to establish quality and safe learning centers that promote and offer culturally suitable educational programs and activities aimed at improving and increasing the target students’, particularly at-risk students, academic performance, attendance, graduation rates, college readiness, workforce competencies, social and behavior skills, etc., and parents’ knowledge in college and career options, technology skills, employment competencies and certifications, financial literacy, parenting, and leadership skills. Texans Can enlisted the support of Fit and Faithful Living to add value to the program and support an expansion in the capacity of Texans Can to achieve this program goal while increasing the scope, quality, and sustainability of Texans Can’s 21<sup>st</sup> CCLC Program.

From the onset, Fit and Faithful Living representatives have provided input in the development of this initiative and play a key role in program support, planning, guidance, and implementation as well as in the delivery of academic strategies and enrichment services necessary to meet or exceed 21<sup>st</sup> CCLC performance measures. FFL will also assist with activity design, service delivery, program data, and on-going sustainability efforts. Texans Can, Fit and Faithful Living, and partners will work cooperatively to deliver a wide range of activities to the 21<sup>st</sup> CCLC Program student and family participants including college and career certification and readiness, financial aid and literacy workshops, behavioral and social skills development, student leadership training, parent engagement, and STEM-based and socio-emotional learning (SEL).

FFL, an eligible 21<sup>st</sup> CCLC entity, is proud to partner with Texans Can and partners to offer this high quality after-school learning initiative to at-risk students and parents in this region. We are confident that cooperatively, this partnership will help to eliminate educational gaps and weakness in Texans Can schools and support students in improving their academic competencies and performance.

Sincerely,  
  
LaChanda Dupard  
Executive Director