



## Texas ACE Grant Programs

The Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC) program is authorized by Title IV, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) of 2015. The [Texas 21<sup>st</sup> CCLC](#) program operates as the Texas Afterschool Centers on Education, or Texas ACE. Texas ACE creates community learning centers that provide opportunities during non-school hours, particularly for students who attend high-poverty and low-performing schools and their families, for students to participate in supplemental academic and enrichment activities that help students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities to reinforce and complement the regular academic program, and offers families of participating students opportunities for meaningful engagement in their children's education, including opportunities for literacy and related educational development.

States distribute funds to eligible entities using a competitive grant process. TEA typically funds two 5-year cycles of grants at once. Grants to local programs range from about \$250,000 up to \$1.8 million for each year of the cycle.

TEA supports grantees in implementing high-quality programs. Supports include quality assurance monitoring and feedback, capacity development facilitation, need and risk-based technical assistance, aligned training opportunities, an annual professional learning and networking conference, data collection and reporting management, local program evaluation support, outreach materials, and a [program-specific help desk](#).

TEA awards about \$110 million per year from federal grant funds intended for high quality afterschool and summer programs. Eligible entities include districts, charters, regional education service centers, community-based organizations, and institutes of higher education. The programs provide high-quality supplemental academic enrichment to underserved students in Grades K-12 their families.

Texas ACE is designed to improve student performance on state assessments, grades, school day attendance, and discipline referrals. Results from [statewide program evaluation of Texas ACE](#) have shown that participants in certain grade bands, when compared with non-participants had:

- positive effects on STAAR–Mathematics and STAAR–Reading,
- fewer disciplinary incidents,
- increased school day attendance, and
- an increased likelihood of grade promotion overall.

The effect sizes were greater for programs that implemented quality practices like those in the Texas ACE Blueprint.

This Blueprint guides Texas ACE programs toward full implementation of program components that define high quality programming. The degree of implementation is assessed on different items at various points throughout the year. TEA provides responsive resources to support programs as they build local capacity to optimize programming. The following sections describe the components and subcomponents in which the grantees are working.







## Purpose and Components

**Purpose.** The Texas ACE Blueprint (the Blueprint) guides grantees through implementing high-quality programming at the center level. Local grant-funded project directors, site coordinators, and family engagement specialists use the Blueprint – along with a suite of training and support resources – to learn about the components of program quality and set goals to move toward optimal operations and, ultimately, improved outcomes for students. TEA uses the data gathered through the Texas ACE Quality Assurance Process (QAP) to measure implementation and improvement over time. Grantees use the resulting data and feedback in developing action plans that specifically address identified areas of improvement.

**Program Components.** The Blueprint integrates and organizes evidence-based research, state priorities, stakeholder feedback, and federal program requirements into four broad components: 1) School Community Engagement; 2) Vision, Mission, Goals; 3) Continuous Quality Improvement; and 4) Operations. The four components consist of 15 subcomponents aligned with program operations.

**Table 1: Texas ACE Blueprint Quality Component by Subcomponent**

Quality Component	Subcomponents
<div>Vision, Mission, Goals</div> 	Strategic Planning Staffing Partnerships
<div>School Community Engagement</div> 	Campus and Program Engagement Student Recruitment and Attendance High Quality Instructional Materials and Enrichment Community Engagement Family Engagement Sustainability Planning
<div>Operations</div> 	Program Operations Data Collection in Tx21st Budgeting and Expenditures Management
<div>Continuous Quality Improvement</div> 	Internal Quality Assurance Staff Development Local Independent Program Evaluation



## The Quality Assurance Process, Scoring, and Quality Indicators

**Process.** The Quality Assurance Process (QAP) is an annual process in which grant programs submit center-level data for each quality indicator (Qi) that is reviewed by trained monitors so that programs have the data they need to plan program quality improvements.

Programs submit quality monitoring data to TEA at three points during the program year (fall, winter, spring), depending on the nature of the Qi. TEA provides feedback on each of the three submissions. Grantees use the feedback with TEA's capacity development process (CDP) to identify areas for improvement and create goal-oriented action plans.

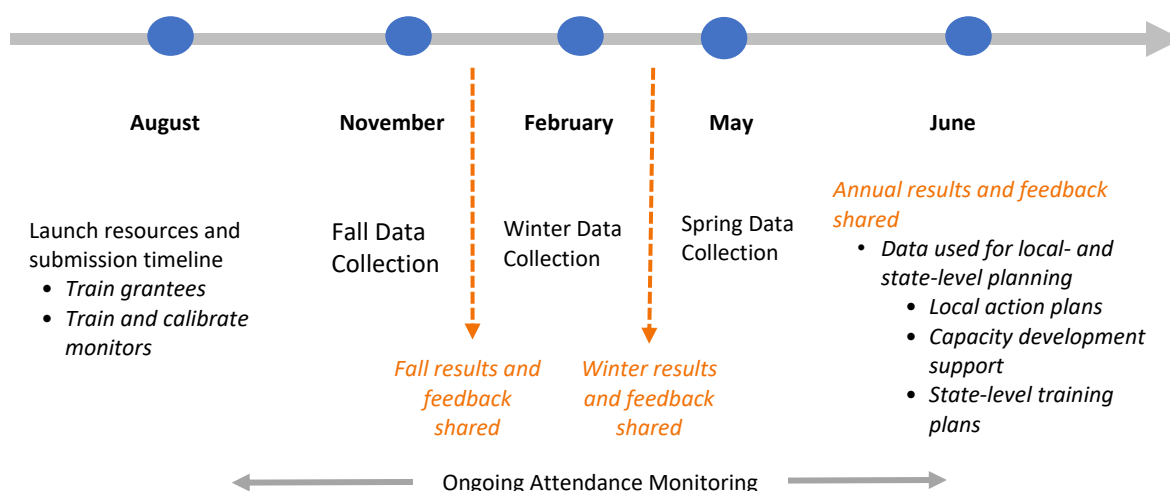


Figure 1: Texas ACE Blueprint Timeline

**Scoring.** Each subcomponent is measured on a continuum of quality representing “stages of practice.” Each stage represents the level of implementation for a particular Qi.

- **Implementing** – This baseline stage indicates that the program is closely aligned with the stated requirements for high-quality Texas ACE programming.
- **Progressing** – The program builds on the minimum high-quality program requirements, increasing the expansion of school day learning and implementing processes designed to continually improve program delivery and performance.
- **Optimizing** – The program engages in a data-driven continuous improvement process designed to exceed minimum program requirements and work toward program sustainability.





**Quality Indicators (Qis).** Quality indicators measure progress toward optimal programming for each subcomponent. Below is an example of one Qi and the requirements for achieving each stage of progress. A full set of Qi's and their continuums are in Appendix 1.

<i>Outcome Quality Indicator (Qi) 2. Expanded School Day Learning</i>				
0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing
Texas ACE staff does not have (non-compliant) or has access (compliant) to information about school day learning activities.		Texas ACE staff support school day instruction with relevant learning activities.	Texas ACE staff and school day staff regularly coordinate to align instruction.	The site coordinator regularly gauges the effects of expanded learning opportunities on school day progress and makes adjustments as needed.

Qi's can be categorized into two types:

- *Process Qis* provide information around programmatic decision making, activities, and internal continuous improvement efforts.
- *Outcome Qis* provide up-to-date information around progress made toward achieving the four program goals.

Select process Qis align with one of four program-wide goals. Figure 3 shows the relationship between program-wide goals, Process Qis, and Outcome Qis in the QAP process.





	 <b>Improved School Day Academic Performance</b>	 <b>Increased School Day Attendance</b>	 <b>Improved School Day Behavior</b>	 <b>Increased Family Engagement</b>
<b>Fall Process Quality Indicators</b>	2. Expanded School Day Learning 8. Academic Activities 13a. Oversight of Academic Support Services 13b. Design of Academic Support Services	9. Enrichment Activities	28. Staff and Student Relationships	20. Family Participation Strategies
<b>Winter Process Quality Indicators</b>	11. Oversight of Activity Planning 12. Oversight of Instructional Delivery 34. Staff Effectiveness 35. Ongoing Staff Learning	48. Attendance Strategies	10. Social and Emotional Learning	21. Family Engagement Activities
<b>Spring Outcome Quality Indicators</b>	<b>15. Academic Performance</b>	<b>49. Attendance</b>	<b>7. Behavior</b>	<b>22. Family Engagement</b>

Figure 3: Process and Outcome Quality Indicators



## Texas ACE Supports for Grantees

**Texas ACE Online Portfolio Tools.** Programs enter data and evidence for quality assurance using this online tool. Using the online platform, programs respond to a series of logic-based questions to demonstrate progress toward program expectations for each Qi being measured. Programs electronically submit evidence in a variety of formats (e.g., PDF, Word, JPEG, PNG, Excel, weblinks). No identifying student data is collected in the online portfolio.

*Quality Assurance Guidebooks* provide detailed instructions for evidence submissions. The guidance operationalizes research-based best practices into each Qi continuum, as appropriate, to promote the adoption of practices that have been shown to improve student academic outcomes (e.g., low staff to student ratios, high-quality instructional materials, high-intensity tutoring for accelerated learning). In addition, the guidance promotes the collaborative use of data to inform decision making and program improvement.

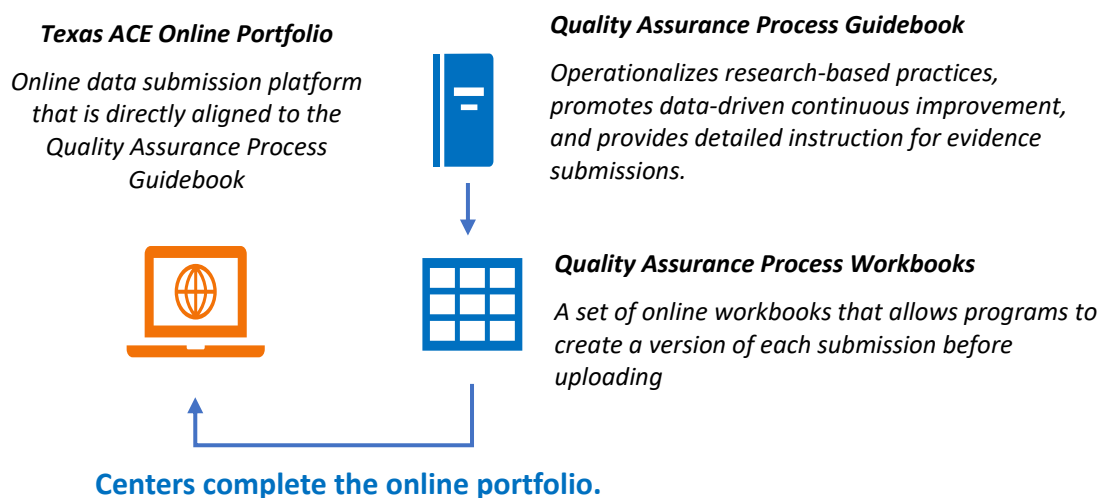


Figure 4: Quality Assurance Data Submission, Scoring, and Feedback

*Quality Assurance Workbooks* allow programs to enter mock-up data submissions to review or share internally before loading the final submission into the Texas ACE Online Portfolio.

*Quality Assurance Webinars* per Qi further clarify expectations and assist in the submission process.

Quality assurance monitors use the data and evidence collected to assign a score to each Qi. The results reflect the level of implementation for each submission. Using an online data management tool, monitors record scores to generate center- and grantee-level data sets used for reporting QAP results. To support grantees in the submission process, TEA offers a series of in-person and webinar training and a help desk for real-time support.

Individual results are compiled and shared with programs in a report format sent electronically after each monitoring assessment – fall, winter, and spring. The reports compare self-



assessment scores to monitor scores and highlight opportunities for improvement. Centers use the action planning process embedded in the Capacity Development Process to move results toward optimal performance.

**Capacity Development Process.** The Texas ACE Capacity Development Process (CDP) is an ongoing facilitated assessment and planning process that draws on logic model and action planning resources in the [Texas ACE Local Evaluation Guide](#) and [Texas ACE Local Evaluation Toolkit](#) to drive program quality improvement throughout the 5-year life of the grant program.

The CDP consistently supports grantees in using multiple sources of data by providing annual consultation and facilitation of any or all CDP components. First year grantees receive facilitated support. In year 2 and beyond, grantees can choose to self-facilitate. Components consist of the following:

- Self-assessment including local program site visits and reflection on compiled QAP results and other relevant data sources
- Action planning including identification of priority areas for improvement and development of SMART goals designed to achieve results
- Follow-up coaching to monitor progress toward meeting goals and sustainability

The CDP is inclusive of district, grant, and center leadership, front line staff, partner organizations, and community-based stakeholders. Grantees are encouraged to facilitate or co-facilitate so that the process is adopted into the culture of the organization, increasing likelihood of local support and sustainability.

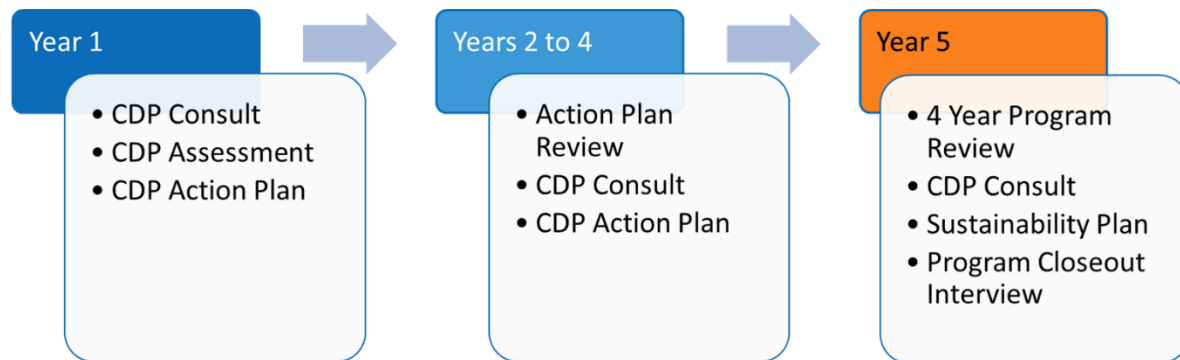


Figure 5: Texas ACE Capacity Development Process



## Appendix 1: Texas ACE Quality Accountability System

Quality Component				Vision, Mission, & Goals					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/ measures? Who provides feedback
STRATEGIC PLANNING	24	<b>Stakeholder Involvement in Strategic Planning</b>	The site coordinator does not provide (non-compliant) or provides (compliant) a strategic plan.		The site coordinator shares the strategic plan with key stakeholders.	The site coordinator engages key stakeholders in the strategic planning process.	The site coordinator uses program data to drive the strategic planning process annually.	Ongoing	Internal
	25	<b>Needs Assessment Process</b>	The site coordinator does not provide (non-compliant) or provides (compliant) a current, Texas ACE-specific needs assessment.		Needs assessment data are analyzed to identify the specific needs of Texas ACE students and families.	Student and family needs are analyzed to identify the root causes.	The needs assessment process is ongoing and adjustments are made as needed.	Fall Spring Summer	CDP
	26	<b>Alignment of Strategic Plan</b>	The center's logic model is not aligned (non-compliant) or is aligned (compliant) with the needs assessment.		The center's logic model includes outcomes aligned to center goals and youth, family, and community needs.	The center's logic model includes program and center activities aligned to center goals and youth, family, and community needs.	Data inform updates to the logic model to improve programming.	Fall Spring Summer	CDP



Quality Component				Vision, Mission, & Goals					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/measures? Who provides feedback
STAFFING	27	Appropriate Staffing	The site coordinator does not provide (non-compliant) or provides (compliant) a staffing plan.		The staffing plan includes proactive strategies for staff recruitment and retention.	Staff are assigned based on programmatic needs and staff qualifications.	The site coordinator makes staffing adjustments as program needs and qualifications shift.	Fall Spring Summer	CDP
	28	Staff and Student Relationships	The site coordinator does not provide (non-compliant) or provides (compliant) evidence of efforts to ensure the emotional safety of students.		Staff provide opportunities for students to experience a positive relationship with a caring adult.	Staff provide opportunities for students to develop positive peer relationships.	The site coordinator regularly gauges the program's emotional climate to provide targeted support as needed.	Fall	QAP
	29	Ratio of Staff: Students	The site coordinator does not enter (non-compliant) or enters (compliant) the total number of staff positions filled and total number of students into TX 21st.		Staffing results in a staff:student ratio of no greater than 1:22.	Staffing results in a staff:student ratio between 1:16-1:21.	Staffing results in a staff:student ratio of 1:15 or lower.  (Optimizing is the expectation for Cycle 11 programs.)	Ongoing	Tx21st Data
PARTNERSHIPS	30	Engaging Partners in Sustainability Planning	The project director does not collaborate (non-compliant) or collaborates (compliant) with partners to identify sustainability goals.		The project director engages partners in sustainability planning, updating gap analyses, and identifying potential funding sources.	Partners advocate for the sustainability of the grantee.	Partners plan to donate time and/or funding for supplemental services after the grant ends.	Ongoing	Internal
	31	Partner Involvement	The project director does not provide (non-compliant) or provides (compliant) a signed formal partnership agreement.		Shared partnership goals are clearly communicated in signed formal agreements.	Partners expand capacity for programs to achieve their goals.	The project director assesses effectiveness of partnerships in achieving shared goals.	Fall Spring Summer	CDP

Quality Component				School Community Engagement					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/measures? Who provides feedback
CAMPUS AND PROGRAM ENGAGEMENT	1	Alignment of Goals	The site coordinator does not provide (non-compliant) or provides (compliant) a logic model that includes center-specific SMART goals for Texas ACE programming.		School day staff and Texas ACE staff align center-specific SMART goals for Texas ACE programming with campus goals.	School day staff and Texas ACE staff use data to continuously monitor students' progress toward shared goals.	The site coordinator revises Texas ACE programming as needed to meet shared goals.	Fall Spring Summer	CDP
	2	Expanded School Day Learning	Texas ACE staff does not have access (non-compliant) or has access (compliant) to information about school day learning activities.		Texas ACE staff support school day instruction with relevant learning activities.	Texas ACE staff and school day staff regularly coordinate to align instruction.	The site coordinator regularly gauges the effects of expanded learning opportunities on school day progress and makes adjustments as needed.	Fall	QAP



Quality Component				School Community Engagement					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/ measures? Who provides feedback
STUDENT RECRUITMENT & ATTENDANCE	3	<b>Initial Prioritization of Students Most in Need</b>	The site coordinator does not provide (non-compliant) or provides (compliant) criteria for serving students most in need of Texas ACE services.		The site coordinator identifies and recruits students most in need of Texas ACE services.	The majority of students identified as most in need of Texas ACE services are enrolled in the program.	The site coordinator analyzes the effectiveness of recruitment efforts to ensure high-needs students are prioritized for Texas ACE services.	Fall Spring Summer	CDP
	4	<b>Data-driven Ongoing Recruiting</b>	The site coordinator does not enter (non-compliant) or enters (compliant) attendance in TX 21st on a weekly basis.		The site coordinator does not enter (non-compliant) or enters (compliant) attendance in TX 21st on a weekly basis.	The site coordinator analyzes TX21st data to identify trends in Texas ACE daily attendance.	The site coordinator uses TX21st data to inform recruitment efforts.	Ongoing	TX21st Data
	5	<b>Student Service Target</b>	The site coordinator does not enter (non-compliant) or enters (compliant) student attendance in TX 21st on a weekly basis.		100% of the targeted number of students attend the program for 45 days or more.	100% of the targeted number of students attend the program for 75 days or more.	100% of the targeted number of students attend the program for 100 days or more.	Ongoing	TX21st Data
	6	<b>Program Dosage</b>	The site coordinator does not enter (non-compliant) or enters (compliant) attendance in TX 21st on a weekly basis.		<p>For Grades K-8</p> <ul style="list-style-type: none"> <li>Eligible students who attend 45+ days at 120 mins per day during the year (fall, spring) or 240 mins during the summer and</li> <li>Eligible students who attend 12+ days at 240 mins per day during the summer program</li> </ul> <p>For Grades 9-12</p> <ul style="list-style-type: none"> <li>Eligible students who attend 45+ days or more during the entirety of the school year (fall, spring, and summer).</li> </ul> <p>Only days attended for 90 mins or more are counted toward the total.</p>	<p>For Grades K-8</p> <ul style="list-style-type: none"> <li>Eligible students who attend 75+ days at 120 mins per day during the year (fall, spring) or 240 mins during the summer and</li> <li>Eligible students who attend who attend 12+ days at 240 mins per day during the summer program</li> </ul> <p>For Grades 9-12</p> <ul style="list-style-type: none"> <li>Eligible students who attend 75+ days or more during the entirety of the school year (fall, spring, and summer).</li> </ul> <p>Only days attended for 90 mins or more are counted toward the total.</p>	<p>For Grades K-8</p> <ul style="list-style-type: none"> <li>Eligible students who attend 100+ days at 120 mins per day during the year (fall, spring) or 240 mins during the summer and</li> <li>Eligible students who attend who attend 12+ days at 240 mins per day during the summer program</li> </ul> <p>For Grades 9-12</p> <ul style="list-style-type: none"> <li>Eligible students who attend 100+ days or more during the entirety of the school year (fall, spring, and summer).</li> </ul> <p>Only days attended for 90 mins or more are counted toward the total.</p>	Ongoing	TX21st Data

Quality Component				School Community Engagement					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/measures? Who provides feedback
STUDENT RECRUITMENT & ATTENDANCE	7	Behavior	The site coordinator does not provide (non-compliant) or provides (compliant) current behavior-related SMART goals and outcome data related to one SMART goal.		The site coordinator interprets and reflects on behavior-related outcome data to plan adjustments as needed.	The center makes progress toward at least one behavior-related outcome identified in a SMART goal.	The center meets or exceeds at least one behavior-related outcome identified in a SMART goal.	Spring	QAP
	48	Attendance Strategies	The site coordinator does not provide (non-compliant) or provides (compliant) a data-driven action plan intended to increase school day attendance for Texas ACE students.		The action plan includes a positive reinforcement component for regular attenders and an individual intervention component for low attenders.	The site coordinator gauges the effect of attendance interventions on individual students to track progress.	The site coordinator analyzes both school day attendance data and Texas ACE attendance data to revisit and revise the action plan.	Winter	QAP
	49	Attendance	The site coordinator does not provide (non-compliant) or provides (compliant) current attendance SMART goals and outcome data related to one SMART goal.		The site coordinator interprets and reflects on attendance outcome data to plan adjustments as needed.	The center makes progress toward at least one attendance outcome identified in a SMART goal.	The center meets or exceeds at least one attendance outcome identified in a SMART goal.	Spring	QAP

Quality Component				School Community Engagement					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/measures? Who provides feedback
HIGH QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT	8	Academic Activities	The site coordinator does not provide (non-compliant) or provides (compliant) evidence of one academic activity that connects to school day learning.		The academic activity includes supports so that all students can meet grade-level learning expectations.	The academic activity expands school day learning in innovative ways.	The academic activity provides a way for instructors to gauge student learning.	Fall	QAP
	9	Enrichment Activities	Enrichment activities do not reflect (non-compliant) or reflect (compliant) students' interests (e.g., student voice).		Enrichment activities empower students with opportunities to make choices (e.g., student choice).	Enrichment activities facilitate direct connections to school day academics.	The site coordinator works with schools and parents to increase daily participation.	Fall	QAP
	10	Social and Emotional Learning	The site coordinator does not provide (non-compliant) or provides (compliant) staff with resources and/or support to help staff integrate SEL into their daily instruction.		Staff incorporate social and emotional learning into Texas ACE activities.	Texas ACE activities provide opportunities for students to reflect on how social and emotional skills are relevant to their lives.	The site coordinator analyzes data to ensure students' current SEL needs are addressed with relevant resources and/or supports.	Winter	QAP
	11	Oversight of Activity Planning	The site coordinator does not routinely provide (non-compliant) or routinely provides (compliant) oversight of activity planning.		The site coordinator communicates expectations for activities related to planned instructional practices and resources.	The site coordinator provides substantive feedback on activities related to planned instructional practices and resources.	The site coordinator holds staff members accountable for improving activity planning based on feedback.	Winter	QAP
	12	Oversight of Instructional Delivery	The site coordinator does not regularly observe (non-compliant) or regularly observes (compliant) instructional delivery.		The site coordinator communicates expectations of high-quality instructional delivery.	The site coordinator provides substantive feedback on instructional delivery based on stated expectations related to high-quality instructional delivery.	The site coordinator holds staff members accountable for improving the quality of their instructional delivery based on feedback.	Winter	QAP



Quality Component				School Community Engagement					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/ measures? Who provides feedback
HIGH QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT	13a	Oversight of Academic Support Services	The site coordinator does not regularly observe (non-compliant) or regularly observes (compliant) academic support services.		The site coordinator communicates expectations of high-quality academic support services.	The site coordinator provides substantive written feedback to instructors based on stated expectations related to the quality of academic support services.	The site coordinator holds staff members accountable for improving the quality of academic support services based on feedback.	Fall	QAP
	13b	Design of Academic Support Services	The site coordinator does not provide (non-compliant) or provides (compliant) an academic support services plan that targets identified student needs.		Academic support services are designed to reinforce school day learning.	Academic support services are designed to accelerate school day learning.	The site coordinator analyzes data to inform improvements to academic support service design.	Fall	QAP
	14	Instructional Program Design	The site coordinator does not enter (non-compliant) or enters (compliant) program and center activities for each required component area into TX21st. (Note: College and career readiness is optional for elementary and middle school.)		Program and center activities target identified center SMART goals.	The center strategically uses high-quality instructional materials and coordinated services/ resources provided through supporting initiatives to maximize desired student outcomes.	Multiple sources of data are used to review and update activity offerings.	Ongoing	TX21st Data
	15	Academic Performance	The site coordinator does not provide (non-compliant) or provides (compliant) current academic SMART goals and outcome data related to one SMART goal.		The site coordinator interprets and reflects on academic outcome data to plan adjustments as needed.	The center makes progress toward at least one academic outcome identified in a SMART goal.	The center meets or exceeds at least one academic outcome identified in a SMART goal.	Spring	QAP

Quality Component				School Community Engagement					
Subcomponent	Q# Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/measures? Who provides feedback
COMMUNITY ENGAGEMENT	16	Texas ACE Advisory Group	The project director does not provide (non-compliant) or provides (compliant) evidence of advisory group membership.		The advisory group provides feedback and guidance to inform program development and improvement.	The advisory group has diverse community representation from families, educators, business, and other relevant entities.	The advisory group is dedicated solely to the Texas ACE program.	Fall Spring Summer	CDP
	17	Texas ACE Advisory Group Engagement	Multiple advisory group members do not engage (non-compliant) or engages (compliant) in programming (e.g. visit sites, ACE events).		The advisory group reviews data to inform program recommendations.	All advisory group members engage in programming (e.g. visit sites, ACE events).	The needs assessment, logic model, program activities, and sustainability plan reflect advisory group feedback.	Fall Spring Summer	CDP
FAMILY ENGAGEMENT	18	Coordination of Services	The family engagement specialist does not provide (non-compliant) or provides (compliant) data used to identify family needs.		The family engagement specialist coordinates services with the district and/or the school to target identified family needs.	The family engagement specialist coordinates services with programs with the local community (external to the school) to target identified family needs.	The family engagement specialist assesses the effectiveness of coordinated services in meeting identified family needs and makes adjustments as needed.	Ongoing	Internal
	19	Family Resource Center	The family engagement specialist does not manage (non-compliant) or manages a family resource center.		The family resource center provides access to relevant community and school resources.	The family engagement specialist actively promotes the family resource center.	The family engagement specialist regularly assesses the relevance of family resource center offerings and adjusts as needed.	Ongoing	Internal

Quality Component				School Community Engagement					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/measures? Who provides feedback
FAMILY ENGAGEMENT	20	Family Participation Strategies	The family engagement specialist does not use (non-compliant) or uses targeted communication strategies to conduct family outreach and recruitment.	The family engagement specialist collaborates with stakeholders to maximize family participation.	The family engagement specialist creates opportunities for families to connect to each other, to program staff, to school day staff, and/or other community partners.	The family engagement specialist gauges family engagement and adjusts strategies to increase participation.		Fall	QAP
	21	Family Engagement Activities	The family engagement specialist does not provide (non-compliant) or provides (compliant) evidence of data used to identify family needs.	The family engagement specialist designs and facilitates activities that align with families' needs.	The family engagement specialist plans multiple opportunities for families to be involved through diverse activities.	The family engagement specialist analyzes data to gauge the effectiveness of family engagement activities to inform future programming.		Winter	QAP
	22	Family Engagement	The family engagement specialist does not provide (non-compliant) or provides (compliant) current family engagement attendance SMART goals and outcome data related to one SMART goal.	The family engagement specialist interprets and reflects on family engagement outcome data to plan adjustments as needed.	The family engagement specialist makes progress toward at least one family engagement attendance outcome identified in a SMART goal.	The family engagement specialist meets or exceeds at least one family engagement attendance outcome identified in a SMART goal.		Spring	QAP
SUSTAINABILITY PLANNING	23	Sustainability Plan	The project director does not have (non-compliant) or has (compliant) a vision for program sustainability.	The project director collaborates with key stakeholders to develop a plan for continuing a high-quality program after grant funding ends.	The plan includes updated gap analysis, potential funding sources, and modified strategies.	The project director selects services to continue after the grant ends, expresses a commitment to sustain those services, and plans to obtain requisite funding to serve those most in need.		Ongoing	Internal

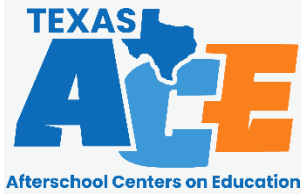
Quality Component				Program Operations					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/measures? Who provides feedback
PROGRAM OPERATIONS	40	<b>Dedicated Space for Texas ACE</b>	The site coordinator does not provide (non-compliant) or provides (compliant) evidence of a collaborative planning session with campus administration.		Campus administration provides dedicated, age-appropriate space for Texas ACE activities.	Campus administration provides a dedicated office space for the site coordinator.	The site coordinator reviews spaces allocated for Texas ACE students and staff and collaborates with campus administration to make adjustments as needed.	Fall Spring Summer	CDP
	41	<b>Policies and Procedures</b>	The project director does not provide (non-compliant) or provides (compliant) compliance and operations policies and procedures.		Program policies and procedures address disciplinary practices, general behavior management, and safety standards.	The project director requires that front line staff are trained in classroom behavior management, safety standards, disciplinary practices, and trauma-informed care at least once per year.	The project director utilizes a data-driven approach to analyze the effectiveness of policies and procedures and make adjustments as needed.	Fall Spring Summer	CDP
	42	<b>Physical Safety of Students</b>	The project director does not provide (non-compliant) or provides (compliant) a completed safety checklist/assessment(s).		The project director takes required action to ensure 100% adherence to the safety assessment.	The project director completes follow-up safety checks to ensure 100% adherence to the safety assessment.	The project director collaborates with stakeholders to analyze the extent to which each center's safety plan is effective.	Fall Spring Summer	CDP

Quality Component				Program Operations					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/ measures? Who provides feedback
DATA COLLECTION IN TX21ST	43	Data Submissions	The project director does not describe (non-compliant) or describes (compliant) a process to monitor Tx21st data submissions.		The project director reviews and approves Tx21st data submissions on time each term.	The project director conducts periodic review of site coordinator Tx21st data entry progress.	The project director conducts weekly review of site coordinator Tx21st data entry progress.	Ongoing	TX21st Data
	44	Tx21st Training	The site coordinator does not provide (non-compliant) or provides (compliant) documentation of attendance for Tx21st training.		New staff are required to participate in training on Tx21st.	Site coordinators participate in Tx21st training during the year.	Staff at all levels participate in training on Tx21st during the year.	Ongoing	TX21st Data
	45	Tx21st Access	The site coordinator does not describe (non-compliant) or describes (compliant) a method to monitor access to Tx21st.		Staff have an appropriate level of access to Tx21st.	Local employee separation checklist includes removing access to Tx21st.	Regular audit of access to Tx21st.	Ongoing	TX21st Data
BUDGETING & EXPENDITURES MANAGEMENT	46	Budget Process	The project director does not provide (non-compliant) or provides (compliant) evidence of a budget process.		The project director aligns the program budget with documented student and family needs.	The project director provides each site coordinator with a center-level budget that communicates staffing and resource levels for each term.	The project director monitors the budget monthly with center staff.	Fall Spring Summer	CDP
	47	Management of Expenditures	The project director does not provide (non-compliant) or provides (compliant) an example of an expenditure report.		The project director has a process to monitor expenditures for whether they are allowable, reasonable, and necessary expenses.	Expenditure reports are completed on a regular basis and at least 98% of funds are drawn down by the end of the grant.	The fiscal agent's budget office or federal fiscal management staff meets or communicates with the project director regarding budgeting and expenditures.	Fall Spring Summer	CDP



Quality Component				Continuous Quality Improvement					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/measures? Who provides feedback
INTERNAL QUALITY ASSURANCE	32	Internal Quality Assurance Process	The site coordinator does not demonstrate (non-compliant) or demonstrates (compliant) a system or method to monitor program quality.		The site coordinator implements routine processes to spotlight successes and identify opportunities for improvement.	The site coordinator uses data to develop strategies for program improvement.	The site coordinator successfully applies strategies for improvement.	Ongoing	Internal
	33	Collaborative Continuous Improvement	Center staff do not internally share (non-compliant) or share (compliant) resources and ideas about implementation of high-quality program elements.		Center staff consult with other centers to share resources and ideas about implementation of high-quality program elements.	Center staff visit other centers and/or host other centers to conduct observations and share feedback once per term or more.	Center staff apply feedback from the observation process to inform program improvements.	Ongoing	Internal
STAFF DEVELOPMENT	34	Staff Effectiveness	The site coordinator does not provide (non-compliant) or provides (compliant) a definition of staff effectiveness.		The site coordinator communicates expectations of staff effectiveness.	The site coordinator provides substantive feedback on staff effectiveness based on stated expectations.	The site coordinator holds staff members accountable for improving based on feedback.	Winter	QAP
	35	Ongoing Staff Learning	The site coordinator does not describe (non-compliant) or describes (compliant) how professional learning opportunities are selected.		Staff participate in personalized professional learning opportunities.	Staff apply professional learning to their practice.	The site coordinator analyzes data to update professional learning offerings.	Winter	QAP
	36	Onboarding and Leadership	The site coordinator does not use (non-compliant) or uses (compliant) an onboarding toolbox to share policies, procedures, and training expectations.		The site coordinator provides personalized support to maximize each staff member's potential.	The site coordinator uses a data-driven approach to provide leadership opportunities.	The site coordinator empowers leaders to design and facilitate relevant professional learning experiences for staff (e.g., including mentoring, job shadowing, and job-embedded coaching).	Fall Spring Summer	CDP

Quality Component				Continuous Quality Improvement					
Subcomponent	Qi Number	2020/21 Qi Name	0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing	Timing	Who monitors/ measures? Who provides feedback
LOCAL INDEPENDENT PROGRAM EVALUATION	37	Structure of Local Evaluation	The project director does not collaborate (non-compliant) or collaborates (compliant) with the independent evaluator to devise an evaluation plan.		The project director has a formal agreement with an independent evaluator to assess the implementation and outcomes of each center over time.	The independent program evaluation measures core aspects of program fidelity.	The independent program evaluation findings highlight areas of both strength and challenge.	Ongoing	Internal
	38a	Facilitation of Program Evaluation	The project director does not provide (non-compliant) or provides (compliant) a local program evaluation timeline.		The project director actively participates in planning and implementation of the program evaluation.	The project director synthesizes center data to identify programmatic trends.	The project director uses local program evaluation findings to guide center-level improvements and optimize grantee-level programming.	Ongoing	Internal
	38b	Collaborative Review of Local Program Evaluation Findings	The project director does not provide (non-compliant) or provides (compliant) a local program evaluation timeline.		Site coordinators and stakeholders give the local evaluator ready access to relevant information and data.	The site coordinator shares the local evaluation findings with internal and external stakeholders.	The site coordinator uses stakeholder feedback on the local evaluation findings to inform program design.	Ongoing	Internal
	39	Use of Local Evaluation Findings	The site coordinator does not provide (non-compliant) or provides (compliant) the results of a local evaluation for the previous year.		The site coordinator prioritizes needs in response to key findings of the local evaluation.	The site coordinator identifies SMART goals around prioritized needs.	The site coordinator develops action steps around prioritized needs.	Ongoing	Internal



## For More Information:

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