PROGRAM GUIDELINES:

2021–2022
NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS, CYCLE 11 YEAR 1

APPLICATION DUE DATE

11:59 p.m. Central Time, Thursday, January 7, 2021

PROGRAM AUTHORITY

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)

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RFA #701-21-102; SAS #504-22

Contents

APPLICATION DUE DATE 0
PROGRAM AUTHORITY 0
Introduction to the Program Guidelines 1
Reference to the General and Fiscal Guidelines 1
U.S. Department of Education and/or State Appropriations 2
Grant Timeline 2
Grant at a Glance 3
Authorizing Legislation 3
Where to Submit the Application 3
Purpose of Program 3
Eligible Applicants 4
Eligible Campuses 4
Eligible Participants 5
Eligibility List 5
Shared Services Arrangement 5
More Than One Application 5
Application Funding 5
Selection of Applicants for Funding 6
Funding Methodology 6
Required Staffing 6
Funding Reduction Policy: Baseline Student Attendance and Engagement Targets 7
Renewability Policy 7
Cost Share or Matching Requirement 7
Limitation of Administrative Funds 8
Pre-Award Costs 8
Applicant Assistance 8
Contact for Clarifying Information 8
Frequently Asked Questions 8
Applicants' Conference Webinar 8
Errata Notices 9
GovDelivery Email Bulletins 9
Program Elements 9
Program Description 9
The Texas ACE Brand. 9
State Activities and Resources. 9

Community Learning Center (“Center”) 10
Program Feeder Schools 10
Adjunct Sites 11
Student Attendance and Participation 11
Summer Learning 12
Partnerships 12
Family Engagement 12
Supplement, Not Supplant 13
SMART Goal 13
Measurable Progress 13
Application Requirements and Assurances 13
Statutory Assurances 13
Statutory Requirements 14
TEA Program Assurances 16
TEA Program Requirements 18
Activities and Use of Funds 19
General Allowable Activities and Use of Funds 19
Field Trips 20
In-State Travel 21
Out-of-State Travel 21
General Unallowable Activities and Use of Funds 22
Program Income 22
Limits on Contracted Services 22
Extended Day and Extended Year Programs 22
Advisory Council 22
Cost of Membership in Any Civic or Community Organization 23
Travel Costs for Officials such as Executive Director, Superintendent, or Board Members 23
Hosting or Sponsoring of Conferences 23
Other Unallowable Activities 23
Project Evaluation and Monitoring: Quality Assurance Process (QAP) 23
Texas ACE Quality Components 24
Measuring Implementation: Stages of Practice 25
Performance Measures 26
Limits on Contracted Evaluators 26
Federal Grant Requirements 27
Equitable Access and Participation 27

Private Nonprofit School Participation 27
Maintenance of Effort 28
Application Elements 28
Notice of Intent to Apply 28
Reviewer Information Form 29
Required Attachments 29
Required Program-Related Attachments 29
Scoring and Review 30
Standard Review Criteria 30
Specific Review Criteria 30
Priorities for Funding 32

Introduction to the Program Guidelines

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

This part of the request for application (RFA). Program Guidelines are to be used in conjunction with the General and Fiscal Guidelines and the specific program instructions. The Adobe Acrobat Standard Application System (SAS) consists of all forms to be completed in order for the applicant to be eligible for funding.

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

Reference to the General and Fiscal Guidelines

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

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

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

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

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

U.S. Department of Education and/or State Appropriations

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	$ 46,049,221
Percentage to be financed with federal funds	100%
Amount of federal funds	$ 46,049,221
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$ 0

Grant Timeline

All dates except the grant ending date may vary slightly as conditions require.

Date	Event
October 9, 2020	RFA available; notice of the RFA published in the *Texas Register*
October 23, 2020	Last date to submit questions to be addressed in the applicant's Conference/Webinar See General and Fiscal Guidelines, Applicants' Conference/Webinar
November 4, 2020	Applicants' Conference/Webinar (pre-recorded webinars posted TEA Grant Opportunities)
November 13, 2020	Last date to submit FAQs to TEA contact person See General and Fiscal Guidelines, Frequently Asked Questions
November 20, 2020	Due date for the Notice of Intent to Apply
November 20, 2020	Due date for the Reviewer Information Form
November 20, 2020	FAQs posted to TEA Grant Opportunities page
January 07, 2021	Due date for the application in the TEA Document Control Center, 11:59 p.m., Central Time. TEA will only accept applications by email to competitivegrants@tea.texas.gov. See General and Fiscal Guidelines, Competitive Application Due Date and Time
January 08, 2021- May 17, 2021	Competitive review period See General and Fiscal Guidelines, Competitive Review Process
July 1, 2021	Beginning date of grant See General and Fiscal Guidelines, Grant Period
May 02, 2022	Final date to submit an amendment
July 31, 2022	Ending date of grant See General and Fiscal Guidelines, Grant Period

For all dates related to the grant, including reporting dates, see the TEA Grant Opportunities page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by the 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).

Where to Submit the Application

See the Where to Submit the Competitive Application section of the General and Fiscal Guidelines.

Submission Requirements

See the Submission Requirements for Competitive Grants section of the General and Fiscal Guidelines.

Note: TEA requires applications to be emailed.

Purpose of Program

The federal Nita M. Lowey 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Title IV, Part B, specifies that 21st CCLC funds are to be used to provide opportunities for communities to establish or expand activities in community learning centers that do the following:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

A community learning center must assist students to meet the challenging state academic standards by providing them with academic enrichment activities and a broad array of other activities programs and activities during non-school hours or periods when school is not in session (such as before and after school or during summer recess). The activities provided reinforce and complement the regular academic programs of the schools attended by the students and are targeted to the students' academic needs. Such centers also must offer families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The Texas 21st CCLC program operates as the Texas Afterschool Centers on Education, or Texas ACE. When referencing the federal program, 21st CCLC will be the naming convention, but in other circumstances, the state's program will be referred to as either Texas 21st CCLC or Texas ACE.

This Request for Application is grounded in the Texas ACE Blueprint (the Blueprint), which guides Texas ACE grantees through implementing high-quality programming at the center level. Texas ACE programs use the Blueprint – along with a suite of training and support resources – to learn about the components of program quality and set goals that move each center toward optimal operations and improved student outcomes. 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.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility To Apply for Competitive Grants.

The following types of organizations are eligible to apply for a Nita M. Lowey 21st CCLC, Cycle 11 Year 1 grant:

- Local educational agencies (LEAs), including independent school districts (ISDs), open-enrollment charter schools, and regional education service centers (ESCs)
- Community-based organizations (CBOs)
- Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)
- Other public or private entities
- A consortium of two or more eligible organizations

Eligible Campuses

Applications must propose to serve campuses that are eligible for schoolwide programs under ESSA, Title I, Part A, Section 1114, and the families of such students. The 2019-2020 Title I, Part A campus listings is posted with this RFA (see Reference 1). All campuses in the grant application must be on this list to be eligible for grant funds. Private schools included in grant applications must reside within the attendance zones of qualified campuses. A campus is ineligible if it meets either of the following conditions:

- The campus or school was newly opened in the school year 2020-2021

- The campus is an active center or center feeder in Texas Nita M. Lowey 21st CCLC, Cycle 10 grant program. A listing of current Cycle 10 campuses served is posted with this RFA (see Reference 2).

Applications that propose one or more ineligible campus will be deemed ineligible for peer review.

Eligible Participants

Programs may serve students enrolled in Kindergarten through Grade 12. Students served must primarily attend a campus that meets the campus eligibility criteria. Grantees must, based on a comprehensive campus-based needs assessment process, identify and serve students that would most benefit from assistance in meeting student standards in reading and math and participation in enrichment activities that complement the regular academic program. The grant program must also provide the families of the students served in the grant program with opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Expenditures for Prekindergarten-only centers are not allowed. Programs may serve students enrolled in Prekindergarten through Grade 12.

Eligibility List

An eligibility list **is not** posted on the TEA Grant Opportunities page.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) **are** allowed for this grant program.

More Than One Application

Applicants **may** apply for the grant on behalf of more than one campus. Each application is limited to no more than 10 eligible campuses. Applicants **may not** submit more than one application.

Application Funding

See the following sections of the General and Fiscal Guidelines:

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

It is anticipated that approximately 40 grants will be awarded ranging in amounts from $50,000 to $1,700,000 each year of the five-year project period.

Annual funding after Year 1 ("continuation funding") is contingent on satisfactory progress of prior year compliance with requirements, achievement of stated service and performance targets, general budget approval by the commissioner of education, and appropriations by the United States Congress. Continuation funding requires grantees to submit a noncompetitive continuation grant application each year of the total subgrant period. The noncompetitive continuation grant process requires grantees to conduct annual needs assessment and use the

results of the assessment, as well as results of TEA quality assurance monitoring, and other relevant data to propose specific improvement strategies designed to increase student outcomes.

Selection of Applicants for Funding

Peer reviewed applications will be selected in rank order of averaged peer reviewer scoring results and priority points earned. TEA reserves the right to remove any application from scoring if any portion of the application does not meet requirements stated herein.

Funding Methodology

It is TEA's intent to fund applications at a level that allows grantees to meet all requirements and provide high-quality services to students and families. Funding for any one grant application **will not exceed $1,700,000** for each year of the five-year project period. The total amount requested must be in alignment with the required budgeted items, number of centers, and number of students to be served. Applications requesting a budget that is unreasonable in size for the proposed program may be deemed ineligible for peer review. Applicants must submit an overall budget that is appropriate for the number of students and centers the grantee proposes to serve, ensuring that sufficient attention is provided to student activities at the center level. Examples of center-level costs include:

- Salary and benefits for instructional staff who directly service students with activities and instruction at each center
- Transportation for students to the center from feeder schools and adjunct sites, from the center home
- Fees for contracted services
- Technology that is reasonable and necessary to operate centers
- Nutritional snacks
- Supplies, equipment and resources for center-level enrichment and required family engagement

Required Staffing

To fully support the program and align with best practices, grantees must budget salary for three required staff positions:

1. One dedicated full-time project director qualified to manage day-to-day and overall operations; implement the high-quality program in alignment with the Texas ACE Blueprint and lead the program through the Quality Assurance Process. The project director supervises the family engagement coordinator and site coordinators, trains staff, and maintains productive working relationships with the state office, contractors, grant staff, partners, and vendors. Project directors must conduct and document ongoing internal monitoring to ensure compliance and provide feedback to each center by conducting site observations, data reviews, stakeholder surveys, and related activities.

2. One dedicated full-time site coordinator qualified to manage the design and implementation of the high-quality program in alignment with the Texas ACE Blueprint and continuous quality improvement processes per center.

3. The family engagement specialist provides families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development in alignment with the Texas ACE Blueprint. In doing so, the

family engagement specialist works closely with the project director and site coordinators to design activities that engage families to participate in the program.

Lead teachers or administrators acting in other capacities during the school day cannot satisfy the requirements of these full-time positions.

Exceptions: For grants that operate only one center, one person may be responsible for both the project director and site coordinator responsibilities. In addition, grants operating fewer than six centers may employ one half-time family engagement specialist instead of one full-time position.

Funding Reduction Policy: Baseline Student Attendance and Engagement Targets

Research has been consistent in finding that positive student outcomes are related to duration of participation in a high-quality 21st CCLC program (i.e., dosage). Given that multiple studies have found that attendance is correlated with positive student outcomes, only those students who meet the student attendance and participation benchmarks will contribute to the "total students served" for grant performance monitoring purposes.

Funding levels will be reduced by a function of the number of targeted students not served and the awarded per student budget. The reduction will be taken from the subsequent continuation grant period when a grantee serves fewer than the number of "regular" students approved by TEA.

If the grantee leaves funds unexpended, TEA will assess whether reductions are required for future years based on actual capacity/demand and whether interventions are required to improve operations and meet agreed-upon service levels.

Grantees are required to provide the same level of comprehensive services approved in the original application throughout all continuation award periods, even when funding is reduced for not reaching service targets. **Requests to reduce the target service levels during the project will not be approved.**

TEA reserves the right to reduce funding when service targets are unreasonably low, the cost per student is unreasonably high, projections in the grant application are not achieved, federal award amounts are less than the amounts anticipated, and under other reasonable or necessary circumstances.

Renewability Policy

During the final year of continuation funding, TEA may renew a subgrant based on the eligible entity's performance during the preceding subgrant period. If TEA renews existing grants, the agency will use a standard set of criteria to determine whether a grant is eligible to be renewed. Criteria may include quality assessment scores, improvements in quality over time, compliance with grant requirements, engagement in state-supported opportunities, needs assessment results, and performance on outcomes. The renewal period will not exceed the total grant period of the original award.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

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

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Administrative Costs.

Direct Administrative Costs

TEA limits the amount of direct administrative costs for this grant program to no more than 5% of the total grant award.

Indirect Administrative Costs

The grantee may claim a maximum for indirect costs equal to their current approved restricted indirect cost rate for this grant program. However, please note that IHEs that only have an approved unrestricted indirect cost rate will be capped at 8% for indirect administrative costs. To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs **are not** permitted for this grant.

Applicant Assistance

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

Contact for Clarifying Information

See the General and Fiscal Guidelines, TEA Contacts.

Applicant webinars and a full list of FAQs will be available on the TEA Grant Opportunities site on the dates given in the Grant Timeline.

The following TEA staff member can be contacted with questions about the RFA, the grant program, or for assistance with the applicants' webinar or FAQs:

Christine McCormick
Statewide Coordinator for 21st CCLC and Expanded Learning
Division of Innovative Instructional Models
21stcentury@tea.texas.gov

Frequently Asked Questions

See the General and Fiscal Guidelines, Frequently Asked Questions.

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

Applicants' Conference Webinar

See the General and Fiscal Guidelines Applicants' Conference Webinar.

Questions that applicants wish to have addressed during the applicants' webinar must be submitted no later than the date given in the Grant Timeline. The applicant webinars will be pre-recorded on a series of topics relevant to the grant program and completing the application.

Errata Notices

See the General and Fiscal Guidelines, Errata Notices.

GovDelivery Email Bulletins

See the General and Fiscal Guidelines, GovDelivery Email Bulletins.

Program Elements

This section provides detailed information about the grant program.

Program Description

The Texas ACE Brand. The Texas ACE brand provides TEA with a dynamic tool to communicate the nature and characteristics of the statewide program, create statewide awareness of services, and identify all Texas centers as components of the statewide program. Active grantees may adopt their own branding but are also required to include the Texas ACE branding in their local program materials and promotions. A host of free marketing materials and templates are available to subrecipients, many in both English and Spanish.

State Activities and Resources. To support grantees in meeting the requirements of the program and build local capacity to operate high quality programs that drive student improvement, TEA will provide training, resources, monitoring, capacity development support, and technical assistance for each grantee throughout the life of the grant. Grantees choosing to contract for services with external consultants for program planning, implementation, training, and technical assistance may do so only if the services will supplement the services being provided by Texas ACE. Services provided will include, and are not limited to, the following:

Quality Assurance Process: The Quality Assurance Process (QAP) is an annual process in which trained monitors review and score program submissions. Programs are provided with feedback on three annual submissions. Feedback is used by grantees to develop action plans to further improve operations and student outcomes.

Capacity Development: Each grantee will have direct access to a team of education specialists that supports grantees in all aspects of program implementation, operations, and program quality improvement.

Training Events: The Texas ACE program offers a robust annual calendar of in-person and online training opportunities built on grantee needs. Subrecipients have multiple opportunities throughout each year to participate in statewide, regional, and web-based training and professional development. Texas ACE grantees have continuous access to a variety of federal and state resources including *MyTexasACE*, an online learning platform containing an extensive library of training resources including webinars, resources, research links, and sample templates.

Annual Conference: Texas ACE offers a low-cost annual gathering for grantees that includes in-depth pre-conference learning opportunities, a robust schedule of workshops designed to help increase the quality of programs, networking opportunities, vendors, and fun interactive activities.

Education Specialists: TEA offers a team of highly specialized contracted staff that are experts in key program areas and are available to consult with the program on a variety of topics.

Texas ACE Help Desk: Texas ACE grantees use the Texas ACE Help Desk to request support on any program-related topic. Response is provided within 24 hours or the next business day.

Promotion Materials and Outreach: Texas ACE grantees are encouraged to use the www.mytexasace.org website, which has all the up-to-date program information and resources. Grantees will also receive customizable electronic outreach materials and resources.

Data Collection and Reporting System: TEA developed the Texas 21st CCLC Student Tracking system (TX21st) to collect data required to monitor progress, conduct program evaluation, and provide required reports to the federal program. Grantees have access to data and reports to meet local needs and grant requirements.

Statewide Program Evaluation and Local Support Initiative: TEA formally evaluates program performance at the statewide level, and grantees are required to participate in state-level data collection and related activities. Texas ACE also offers a program-specific Local Evaluation Guide and Toolkit, recorded webinars, and in-person technical support for local program evaluation. These activities assist our programs to communicate the aspects of the program that demonstrate improvements in student outcomes over time, inform program improvement efforts, and identify how programs meet the identified needs of families and communities throughout the state.

Resource Network: To increase professional interaction of local program leadership and respond to local needs, TEA facilitates sub-groups of grantees to participate in providing input on program operations.

Community Learning Center ("Center")

A center is the program's approved physical host site where the daily activities are provided for students and family members. A center is characterized by an appropriate, safe, and equipped physical facility; defined hours of operation; a routine and consistent schedule of activities for a well-defined student group; and program-dedicated staff operating under an organized administrative structure.

Applicants may propose to operate up to 10 centers.

A center may be in a facility other than a campus only when it will be at least as accessible to the students as a campus location.

Each center will operate on a TEA-approved schedule that meets or exceeds program service requirements and provides a consistent and dependable schedule of weekly activities for all students enrolled. Programming will not begin until the center-level operation schedules are approved by the TEA program director. See the program-specific assurances for specific operating requirements.

Requests to change approved center location, operating hours, or targeted students during the project will not be approved except in very limited circumstances

Program Feeder Schools

For the Texas ACE program, a feeder school is an eligible campus from which students are routinely transported to the approved center for regular participation in the Texas ACE program. The school at which a center is located may also be considered a feeder for certain program purposes.

The number of program feeder schools is limited to no more than 2 per center.

The learning environments in a center's feeder pattern must be appropriate to the needs of the grade levels served. For example, centers for elementary students work best on elementary campuses and secondary students are most appropriately served on secondary campuses.

Feeder schools must be within reasonable geographic proximity to the host center. Total transportation time shall not exceed 30 minutes from school dismissal to center arrival using bus transportation. Grantees must provide transportation for participating students from the feeder school(s). Transportation must be operated in compliance with all related local, state, and federal statute and guidance.

Adjunct Sites

An adjunct site is a physical location hosting specialized activities that cannot take place at the designated center – usually because of facility limitations or the need for specialized equipment. Typical examples include a local community college or university, public library, science center, nature center, park, museum, or community center. Adjunct sites are not required to be listed in the application but must be reviewed and approved prior to serving students.

Activities taking place at adjunct sites must meet all the same requirements as those offered at centers. Typical examples of activities that occur at adjunct sites include field science, lab experiments, large art projects, cultural exploration projects, research projects, and structured physical activity.

The time spent on activities at adjunct sites must not replace or exceed the time spent on activities offered at the designated center. Activities must be reasonable in duration for meeting the purpose of the program.

Student Attendance and Participation

Given that positive academic achievement is gained through sustained program attendance, the Texas ACE Program is designed to serve students and families over time. Program evaluation findings have been consistent in finding that positive student outcomes are related to the extent of participation in the program (i.e., dosage). Given that studies have found that attendance has the most impact at levels past 30 days, **only students with documented program attendance that meet the following thresholds will be counted toward Texas ACE student service goals.**

For Grades K-8

- Eligible students who attend 45+ days at 120 minutes per day during the year (fall, spring) or 240 minutes during the summer and
- Eligible students who attend who attend 12+ days at 240 minutes per day during the summer program

For Grades 9-12

- Eligible students who attend 45+ days or more during the entirety of the school year (fall, spring, and summer). Only days attended for 90 minutes or more are counted toward the total

Programs may serve eligible students for fewer days or minutes, but these students will not be counted toward TEA-approved student service goals. Eligible students are those that attend a campus that meets 21st CCLC eligibility requirements.

Summer Learning

Texas ACE summer learning programs are required to provide access to opportunities and to help address summer learning loss, which can have a profound effect on the program's eligible students. The cumulative impact of summer learning loss has been shown to create a gap of up to three grade levels for low income students by fifth grade.[5] In addition, research from RAND has shown that the impact of summer learning loss can be eliminated if academic instruction is offered for three to four hours a day for five to six weeks.[6] It is with this information in mind that the Texas ACE program requires grantees to provide at least five weeks of academic and academic enrichment programming during the summer with each week consisting of at least six hours per day and at least four days per week. Programs implementing summer programs under the Additional Days School Year program may propose plans that adjust this requirement to effectively coordinate fund sources to serve students in need.

For the purposes of program operations, summer begins the day following the last day of the spring term for the regular school day program on that campus and summer ends once the regular school day program on that campus is open for students in the fall. The five-week summer minimum can be met by using funds from the next planned continuation grant period, if awarded, when summer activities take place on or after August 1 but before the first day of school. Applicants must provide summer learning schedules and targets in the center-level operations attachment to be approved by TEA after award announcement.

Partnerships

A partnership is a formal agreement between two or more entities that expands the capacity of those organizations to achieve shared goals. The partnership increases the scope or quality of services that could be provided by the grantee alone and may increase likelihood of sustainability. Contractors are not necessarily partners. A contractor provides services on behalf of the grantee, such as tutoring services or extra enrichment activities, but does not participate with the grantee as an active partner in the objectives of the program.

Family Engagement

Family engagement in Texas ACE offers families of students served by the program opportunities for active and meaningful engagement in their children's education and offers families opportunities for literacy and related educational development. Meeting the needs of students' families with engaging and relevant activities is an essential component for successful programs. Higher performing centers have been found to be those that have capacity to offer educational development and career-oriented training to family members. Considerations for family engagement components include the following:

- Providing services, classes, referrals, and resources such as high school equivalency courses, English language, workforce skills, parenting, and life skills classes
- Providing opportunities for parents to foster the overall academic success of their students.

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[5] Cooper, H., Borman, G., and Fairchild, R. (2010). "School Calendars and Academic Achievement" In. J. Meece and J. Eccles (Eds.), Handbook of research on schools, schooling and human development (pp. 342-355). Mahwah, NJ: Eribaum

[6] https://www.rand.org/pubs/research_reports/RR366.html

- Establishing cooperative agreements with other programs and community resources such as other federal programs on campus, parent teacher organizations, health and mental health services, foster care resources, local colleges, financial aid offices, adult education programs, law enforcement, major employers, local funders, and local workforce development
- Resourcing materials for centrally located physical family resource centers and accessible virtual resource centers, including resources for academics and other services
- Coordinating events, group activities, classes, and presentations for parents
- Providing outreach and services that are culturally and linguistically responsive
- Connecting family, community, and school needs
- Facilitating input and involvement in program planning
- Referring families to services that address barriers to students' academic success

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's Administering a Grant page.

The supplement, not supplant provision **applies** to this grant program.

SMART Goal

See the General and Fiscal Guidelines, SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

Measurable Progress

See the General and Fiscal Guidelines, SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

Application Requirements and Assurances

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

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

Statutory Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

The following assurances address federal requirements and must be addressed in Application Part 1, Section 8: Statutory/Program Assurances:

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.

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

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

The following items that address federal statutory requirements require responses in the application.

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.

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. 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.

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.

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.

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.

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.

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.

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.

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.
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)

TEA Program Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

The program-specific assurances for this grant program are listed as follows:

The applicant assures that, if awarded the applicant will:

1. Develop academic, academic enrichment, accelerated learning, summer learning, and tutoring activities in coordination with the school day curricular program to support student's achievement in the school day program and in meeting state standards. Enrichment activities will be designed to enhance the academic-related activities of the regular day and/or reflect a documented student or campus need.
2. Implement schedules that encourage consistent participation of students most in need and will not implement schedules that result in rotating student participation by day, restrict attendance on selected days, or alternate attendance days for students.
3. Adhere to the level of services in the approved application and in the agreed-upon center operation schedule and will provide those services to eligible students most in need through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and service targets (operation schedules, student targets, and family targets) will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the annual expenditure reporting period will remain with TEA.
4. Adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. Time dedicated to program activities for adult family members will not count toward student programming. Failure to adhere to the agreed-upon operating schedule will result in reduced funding during the subsequent continuation grant period prorated for the time missed against the center-level budget(s).

   The applicant agrees to implement an approvable operation calendar for each center. Specifically, each center schedule shall meet or exceed the following minimum operating schedule:

   - A minimum of 34 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 34-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.
   - A minimum of five days per week for the fall and spring terms.

- A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Transportation time shall not be counted towards minimum hours-per-week of programming.
- A minimum of five weeks and six hours per day, four days per week during the summer term. Continuous weeks are not required.
- Programs that operate for students that attend a campus that offers extended year scheduling can provide the required summer program during summer and intersession breaks.

5. Operate center-level activities for a minimum of 45 consecutive minutes and plan activities for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice and aligned with state standards. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness. College and workforce readiness are required for Grades 9-12 and encouraged but optional for all other grades.
6. Offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed.
7. Begin services for students and families no earlier than the grant start date of July 1, 2021 and no later than September 7, 2021, unless specifically approved by TEA.
8. Supervise activities at all times with qualified staff at adult to student ratios of 1:15 or better.
9. Ensure that all required staff positions regularly participate in training and other opportunities offered by the Texas ACE program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.
10. Provide all services at no cost to participants or their families.
11. Comply with the prohibition on generating program income described herein.
12. Complete the Title IV, Part B Affirmation of Consultation with Private Nonprofit School (PNP) Officials and submit the complete affirmation with the grant application.
13. Offer all activities at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
14. Offer program at facilities that have sufficient capacity and appropriate facility features to meet the needs of all participants, carry out the day to day operations of the high-quality program, and ensure the safety of students and staff.
15. Comply with TEA orders to cease all or partial grant operations at any center when unsafe conditions are reasonably documented or observed.
16. Comply with limits on contracted services described herein.
17. Submit required data for state program evaluation, monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic

models, program evaluation reports, and any other required reports or products in accordance with the timeline and format provided by TEA.

18. Adhere to the following Texas 21st Century Student Tracking (TX21st) system data reporting requirements:
    - Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur.
    - Center Operations data will be updated at the beginning of each term. Data entered in the system must represent the approved application and operating schedule.
    - Participant and enrollment data will be entered in August or September, depending on the center schedule.
    - Attendance data will be entered at least weekly, and preferably daily.
    - Exception reports and data corrections will be completed and reviewed by the project director
    - Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
    - Non-public education grantees must have a valid data sharing agreement with the local education agency attended by the students served providing for required data collection and addressing Family Education Rights and Privacy Act (FERPA) requirements.
19. Regularly engage a group of stakeholders to serve as a steering committee charged with providing feedback to increase program quality, build community awareness, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be voluntary, diverse, and qualified to support efforts to increase quality and visibility of the program in the community.
20. Participate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
21. Use the Texas ACE logo in all outreach and communication materials and the grantee will comply with Texas ACE branding guidelines.
22. Comply with program requirements written elsewhere in the Program Guidelines.

TEA Program Requirements

See the General and Fiscal Guidelines, Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application the following items:

1. 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.
2. 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.

Activities and Use of Funds

See the Administering a Grant page for general guidance on allowable activities and use of funds.

General Allowable Activities and Use of Funds

Under ESSA, each eligible entity that receives an award may carry out activities designed to advance student academic achievement and support student success, including:

- academically aligned enrichment activities, structured mentoring programs, accelerated learning and tutoring services that are aligned with the challenging state academic standards, including the Texas Essential Knowledge and Skills (TEKS) and state-required assessments and end of course exams;
- well-rounded education activities, including credit recovery or attainment and dual credit programs for secondary students;
- literacy education, including financial literacy and environmental literacy;
- activities that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity;
- services for individuals with disabilities;
- activities that emphasize language skills and academic achievement for students who are English learners;
- cultural programs;
- telecommunications and technology education programs;
- expanded library service hours;
- programs that assist students who have been truant, suspended, or expelled to improve their academic achievement;
- drug and violence prevention and counseling;
- activities that build skills in science, technology, engineering, and mathematics (STEM) including computer science and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
- programs that partner with in-demand fields of the state or local workforce or build career competencies and career readiness and ensure that career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 and the Workforce Innovation and Opportunity Act; and
- providing parents and legal guardians of students participating in the grant program with active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

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

- Salaries for the required ACE project director, site coordinators, family engagement specialist, and instructional staff to implement and deliver the grant program
- Extra-duty pay for staff working beyond their normal contracted hours to provide activities/services that supplement the regular school day for the local ACE program

- Independent evaluation (internal or external) costs up to, but no more than $3,000 per center for a full year of evaluation services. This is considered an administrative cost and must be budgeted within the Administrative Cost Calculation total in Schedule #6-Project Budget Summary.
- Supplies and materials for student and family engagement activities
- Computer hardware and software required to implement the program
- Nutritional snacks for students and parents during program offerings
- Travel to required Texas ACE state and regional training, meetings, conferences, and workshops
- Transportation for students from feeder schools to the program center and transportation for all program students from the center home

Field Trips

Field trips may be funded under the grant program. Only the following types of field trips are allowable:

Educational field trips are allowed when they consist of approvable, planned instructional activities that involve students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must support Texas Essential Knowledge and Skills (TEKS), be reasonable in cost, and be necessary to accomplish the objectives of the local ACE program. All field trips using grant funds will require pre-approval from the TEA program coordinator before funds are encumbered. Examples of educational field trips include the following:

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

Unallowable types of field trips include those that:

- are not reasonable in cost or are not necessary to accomplish the objectives of the grant program;
- occur on a frequent basis;
- primarily are for social, entertainment, or recreational purposes;
- transport students to a location further than necessary when a similar experience is available closer to the center;

- supplant and do not supplement local, state, or federal expenditures or activities, including those that expend funds on students who are not enrolled in the Texas ACE program;
- are not properly documented; or
- transport students to entertainment or recreational locations that have legitimate educational programs when more than 25 percent of the time spent at the location is used for entertainment or recreation of field trip participants

Before budgeting for field trip expenses, applicants are encouraged to explore cost-saving opportunities to bring remote locations into the classroom by arranging for hands-on engaging presentations at the center or by accessing live and interactive virtual tours and educational experiences available online.

Field Trips that are not specifically allowed by the policy above will require a written justification form to be maintained locally and made available to TEA upon request. To access the Field Trips Justification form, refer to the Administering a Grant page.

In-State Travel

In-state travel costs may be funded under this grant program. Applicants must budget funds for the project director, family engagement specialist, and designated site coordinators to attend required training events, conferences, workshops, and meetings.

Grantees should budget for the following in-state travel:

- Kick-off meeting in Austin in July or August 2021
- Project Director meeting in February 2022
- TEA's Out of School Time Conference June 2022

In addition, grantees will budget for the following:

- TEA-sponsored regional in-person training at least once per term for at least 1-3 staff. Grantees can attend trainings in regions other than the one in which the fiscal agent operates.
- Final dates and exact locations for these events will be announced after grant award announcements are made available.

Attending the Out of School Time Conference is strongly encouraged. Registration is open to all program staff including line staff, site coordinators, family engagement specialists, evaluators, and project directors. The event will be held annually during the summer, usually in June, in Texas. Travel costs for officials such as the executive director, superintendent, or board members may not be funded with these federal grant funds.

Out-of-State Travel

Out-of-state travel costs may be funded under this grant program. Out-of-state travel costs should be minimal. Travel costs are allowable if the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

To avoid excessive out-of-state travel costs and to balance these expenditures with the needs of local communities, grantees may expend funds for a reasonable number of staff members to attend no more than two approved out-of-state conferences each year. Grantees shall prioritize

attending the annual TEA-sponsored in-state conference. All out of state travel must benefit the program and the program must limit attendance to a reasonable level of staff representation at each conference. Subrecipients are encouraged to present best practices and share with their peers from Texas and other states. Pre-approved conferences are limited to the U.S. Department of Education's Summer Institute, National Afterschool Association, Foundations, Inc.'s Beyond School Hours Conference, National Summer Learning Conference, and the Best of Out of School Time Conference.

Unless specifically allowed by these Guidelines, out-of-State Travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Out-of-State Travel Justification form, refer to the Administering a Grant page.

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the Administering a Grant page for unallowable costs.

Program Income

Generating program income is not allowed. Program income is the gross income earned by the non-federal entity that is directly generated by a supported activity or earned as a result of the federal award during the period of performance. (2 CFR §200.80) A simple definition is revenue generated as a direct result of the federal award and that is in addition to the federal funds provided by TEA through the competitive subgrant application process. Program income generated must be reported and will be deducted from the funds awarded to the subrecipient. (2 CFR §200.307(b)) Program income that the grantee did not anticipate at the time of the grant award must be used to reduce the grant award rather than to increase the funds committed to the project. Expenditures of program income must be for the purposes and under the conditions of the grant award. Donations are not considered program income.

Limits on Contracted Services

Applicants are not permitted to divest more than 20% of the total grant award to any single entity, including but not limited to partners, collaborators, or sub-grantees. At a minimum, applicants must maintain direct control of 51% of the total grant award during the entire grant cycle. Additionally, applicants are not allowed to divest oversight of the program administration or implementation to another agency, this includes, but is not limited to, existing 21st CCLC programs and other agencies in a sub-grant process. These funds may not be used as a pass-through to another agency to operate a 21st CCLC program.

Grantees are prohibited from contracting or employing with the grant funds individuals or entities hired to prepare the grant application. Grant funds must not be used to pay for grant writing services.

Extended Day and Extended Year Programs

TEA will not fund programs that propose to extend the school day or school year.

Advisory Council

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

Cost of Membership in Any Civic or Community Organization

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

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

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

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences may not be funded under this grant program.

Other Unallowable Activities

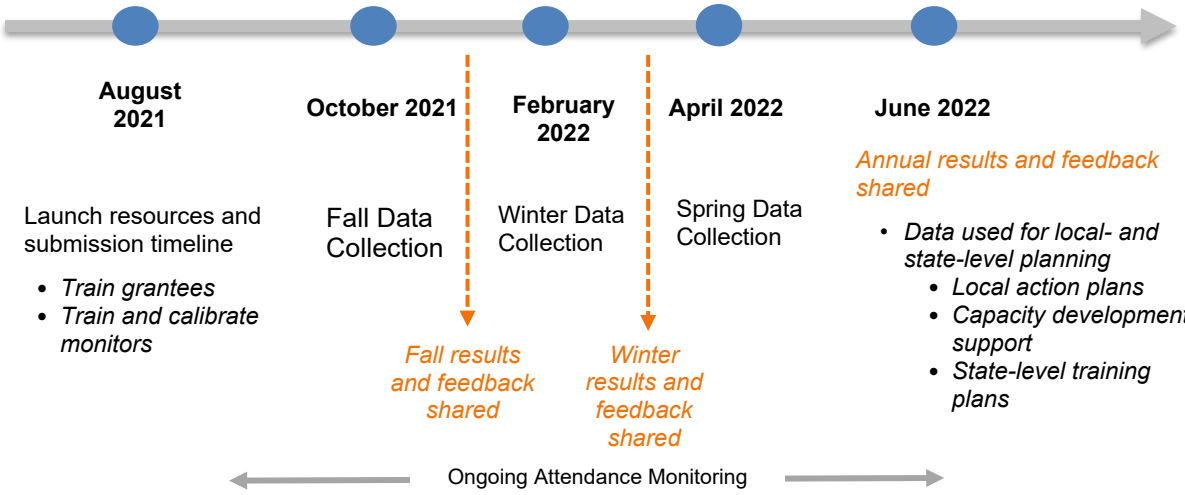
In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:

- Debt service (lease-purchase)
- Matching expenditures for any other federal, state, or local grant program
- Expenditures related to students not enrolled in, served by, or eligible for the program
- Stipends for students or family members to participate
- Payment or reimbursement to students for receiving tutoring or mentoring services
- Payments to enrolled students (non-graduates) for providing tutoring, mentoring, or instruction to program students
- Funding student participation in any University Interscholastic League (UIL) competition, activity, or event
- College tuition for students except for dual credit courses
- Religious instruction or provision of sectarian materials
- Infrastructure or installation of infrastructure needed for computer access
- Furniture, portable buildings, and vehicles
- Funds to invest in the stock market or savings or bank accounts

Project Evaluation and Monitoring: Quality Assurance Process (QAP)

By submitting this application, the applicant agrees to comply with any evaluation and monitoring requirements established by TEA and agrees to submit the required data, evidence, or reports in the format and time requested by TEA.

The QAP is an annual process in which trained monitors review and score program submissions for a defined set of indicators of program quality. Programs submit grant and center level data supporting evidence for selected indicators to TEA at three points each program year (fall, winter, spring). TEA scores and provides feedback on each of the three submissions. Grantees use scoring data and feedback develop action plans to address areas of improvement.



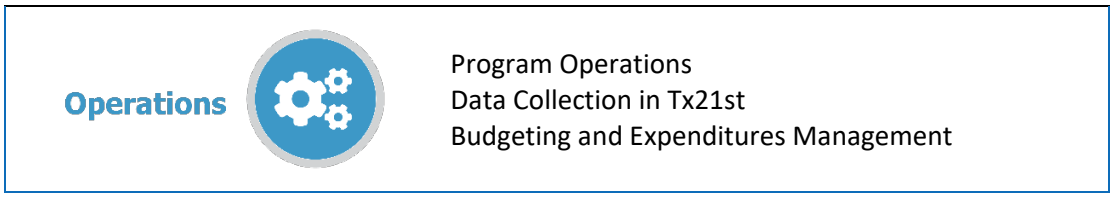
Texas ACE Quality Assessment Process

Select indicators are also routinely monitored throughout the year, either because they correlate with fiscal or compliance risk or because they are essential drivers of positive student outcomes. Those items include data submission, participation in training and events, expenditure regularity, staffing, student safety, and student and family participation.

Texas ACE Quality Components

The Texas ACE Blueprint integrates and organizes evidence-based research, state-level priorities, experienced 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. Each component consists of a set of subcomponents that are defined by a set of quality indicators (Qis).

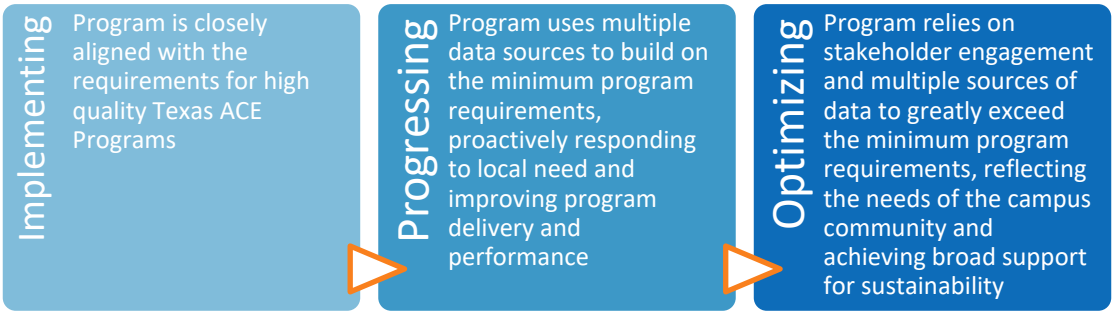
Quality Component	Subcomponents
School Community Engagement	Campus and Program Engagement Student Recruitment and Attendance Intentional Activities Community Engagement Family Engagement Sustainability Planning
Vision, Mission, Goals	Strategic Planning Staffing Partnerships
Continuous Quality Improvement	Internal Quality Assurance Staff Development Local Independent Program Evaluation



Texas ACE Blueprint: Quality Components and Subcomponents

Measuring Implementation: Stages of Practice

Each subcomponent is measured on a continuum of quality representing "stages of practice" along which programs can move toward optimal performance. Of the three stages, the beginning stage – called *Implementing* – aligns with the baseline operational expectations for high quality programs primarily guided by the federal statute, state program requirements, and research-based best practices. By design, all programs are expected to be at least *Implementing* and, with state-level supports and resources, moving toward *Optimizing*.



Texas ACE Blueprint: Stages of Practice

Quality Indicators (Qis). At each stage of practice, subcomponents are aligned with a set of practices that define quality at that stage. Subcomponents are operationalized with indicators designed to measure progress along the continuum of quality. Below is an example of one Qi and the requirements for achieving each stage of progress. A full set of indicators at the implementing stage and the submission timeline for each can be found in Appendix 2.

Quality Indicator (Qi) 1: Stakeholder Involvement in Strategic Planning				
0 Non-compliant	1 Compliant	2 Implementing	3 Progressing	4 Optimizing
The center does not provide evidence of its strategic plan.	The center provides evidence of its strategic plan.	The center's strategic planning process is shared with key stakeholders.	The strategic planning process is completed with engagement from key stakeholders.	Robust program data and stakeholder feedback drives the strategic planning process annually.

Texas ACE QAP: Example of Qi alignment with Stages of Practice

Performance Measures

In evaluating programs and activities that emphasize alignment with the regular academic program of the school and the academic needs of participating students, the state's program is charged with improving statewide outcomes in the following areas of student performance, and grantees will be required monitor progress toward the following mandatory:

- Percentage of students in Grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
- Percentage of students in Grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
- Percentage of students in Grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted grade point average (GPA) less than 3.0 who demonstrated an improved GPA.
- Percentage of youth in Grades 1–12 participating in 21st CCLC during the school year and summer who:
  a) had a school-day attendance rate at or below 90% in the prior school year; and
  b) demonstrated an improved attendance rate in the current school year.
- Percentage of students in Grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- Percentage of students in Grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.
- Percent of targeted students served for 45 days or longer during the grant period.
- Percent of Quality Indicators in which the grantee scored a value of "Implementing" or higher.
- Percent of Quality Indicators with a prior year score representing a level below "Implementing" that increased to a score of "Implementing" or higher.

Grantees may also conduct additional monitoring or local program evaluation to assist in improving program quality and student academic outcomes. If the grantee chooses to conduct local program evaluation, the grantee must include these performance measures in the evaluation. In addition, the results of the local evaluation must be used to refine, improve, and strengthen the local program and be made available to TEA when published and the public upon request, with public notice of such availability provided.

Limits on Contracted Evaluators

When a grantee chooses to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. "Independent and objective" implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

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

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

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement **does** apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement **does** apply to this federally funded grant program.

Following the passage of ESSA, the U.S. Department of Education, Office of Elementary and Secondary Education directed states to require all sub-grantees and applicants to consult with private schools on equitable access to federal programs under the Every Student Succeeds Act, Title IV, Part B, Nita M. Lowey 21st CCLC. All applicants seeking new or continuation funding must comply with the policy in this section and any subsequent policy published by TEA. The program's PNP policy is as follows:

> ***Title IV, Part B Definitions of Terms***
>
> Eligible Students: Students must primarily attend a campus that is eligible for schoolwide programs under Section 1114 of Title I, Part A. Grantees must use needs assessment data to identify students that would most benefit from assistance in meeting student standards in reading and math and benefit from participating in enrichment activities that complement the regular academic program that students attend.
>
> Eligible Private Schools: Private non-profit schools that reside in the attendance zones of a public school eligible for schoolwide programs under Section 1114 of Title I, Part A.
>
> Center: The physical location at which the program takes place. This is usually a school campus, but it could also be a community center or privately-owned facility.
>
> ***Guidance by Title IV, Part B Applicant Type***
>
> Services must be provided to students in the same grade levels as offered by the grant-funded program. For example, a private school wants Grade 2 students to participate, but the grant-funded program serves Grades 6-12. The

grant-funded program is not obligated to serve students not in Grades 6-12 because the program was awarded based on a peer-reviewed competition and is not awarded based on the assumption it will serve all students in all grades. Student targets and related budgets must include costs for providing services to eligible private school students identified in consultation.

Public School Districts, Charter Districts, and Education Service Centers

- Districts and charter schools may consult on Title IV, Part B in the consolidated application on a contingent basis. That is, private school participation would be contingent on TEA awarding the entity a competitive grant under Title IV, Part B. This consultation may be reported in a competitive or continuation application for the applicable timeframe.
- Services must only be provided to eligible private school students in the attendance zones of the campuses and feeders served by the "center." That is, students must reside in or attend a public charter school in the attendance zone for a public school campus that is eligible for schoolwide programs under Section 1114 of Title I, Part A.

Charter Districts and Private School Campuses

Charters and private schools that operate or propose to operate a center under Title IV, Part B must determine the public school attendance zones in which the center physically resides and consult with the eligible private non-profit schools in those boundaries.

Non-profit and Community-Based Organizations (NPO/CBO), Institutes of Higher Education, Private Companies

Non-profit organizations generally propose serving one or more public or charter school campus. These applicants must consult with the eligible private schools that are within the boundaries of the campuses proposed to be served by the program in the manner described in the sections above.

It is the sole responsibility of the applicant to ensure that all eligible private schools are consulted. An offer of services without consultation does not meet the requirement of the law.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort.

This requirement **does** apply to this federally funded grant program.

Application Elements

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

Notice of Intent to Apply

For competitive grants, prospective applicants are requested to submit the Notice of Intent to Apply (NOI) by the date specified in the Grant Timeline. The NOI provides helpful information that allows TEA staff to plan for the management of the applications and review processes.

Failure to notify TEA of the intent to apply will **not** disqualify the applicant from applying for grant funds.

The NOI is published along with the RFA on the TEA Grant Opportunities page.

Reviewer Information Form

For every application submitted for a competitive grant, the applicant is required to submit the names of three individuals to serve as reviewers in the competitive review process for the grant program. For LEAs submitting multiple center grant applications, the LEA must submit a minimum of three reviewers per center or a total of ten reviewers, whichever is less.

ESSA, Title IV, Part B states that peer reviewers shall:

> (i) be selected for their expertise in providing effective academic, youth development, and related services to children; and
>
> (ii) not include any applicant, or representative of an applicant, that has submitted an application for the current application period

Applicants **must not submit names of individuals that represent the applicant entity**. In addition, individuals who are hired to prepare grant applications or other individuals with a specific conflict of interest regarding the applicant's application may not serve as reviewers, and their names should not be submitted.

Applicants must notify the people whose names they submit that they may be asked by TEA to serve as reviewers.

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

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

Required Attachments

See the following section of the General and Fiscal Guidelines:

- Required Program-Related Attachments

Required Program-Related Attachments

Applicants must provide the following program-related attachments:

- Completed *Attachment 1. Center Operations Schedule* (Use the template posted on the Grant Opportunities Page)
- Signed partnership agreement or signed contingent agreement, if applying for priority points
- Title IV, Part B Affirmation of Consultation with Private Nonprofit School (PNP) Officials (Use the template posted on the Grant Opportunities Page)

Scoring and Review

This section provides information on the scoring and review of applications for competitive grants.

Standard Review Criteria

See the General and Fiscal Guidelines, Standard Review Criteria.

Specific Review Criteria

See the General and Fiscal Guidelines, Specific Review Criteria.

Program Specific Review Criteria	Maximum Points
1. Program Alignment & Student Engagement	
a. The program is designed to help students meet state and local standards in core academic subjects and offers enrichment activities that complement the regular academic program • The plan for how center-level activities will coordinate with the regular school day includes realistic strategies for aligning the student activities with the core school day curriculum, state academic standards (i.e., Texas Essential Knowledge and Skills or STAAR), and other student needs so students are ready to learn • The plan specifically includes providing engaging programming designed to encourage students to regularly attend and participate in the program **b. Planned student activities are of high quality and clearly aligned with the curricular program of the school day** • The applicant describes capacity for sufficient oversight of program operations and activity planning to ensure high quality student activities at each center • The applicant describes a plan to monitor and assess the extent to which goals and objectives of student activities are met at each center • The plan specifically addresses student choice in activities and describes opportunities that will be provided for students to choose topics and activities • The plan addresses student social and emotional skills development	12
2. Needs Assessment & Strategies	
a. Details of the needs assessment process are provided, and the magnitude or severity of the problem to be addressed by the proposed program is strong and clearly articulated • The needs assessment process uses multiple sources of program- and campus-level data and stakeholder feedback specific to the grant application • The needs assessment clearly identifies the student population most in need at each campus proposed to be served and addresses the needs of working families • A plan for continually assessing and recruiting based on student need is clearly described and addresses the needs of working families	12

b. The proposed program design appropriately addresses the needs of the target population • The total number of students proposed to be served at each center is reasonably aligned to the needs assessment and overall program design • The strategies and activities proposed can reasonably be expected to address the identified needs of the students and their families and increase student academic outcomes • The plan provides families with active and meaningful engagement in their children's education and opportunities to participate in literacy and related educational development	
3. Statutory & Program Requirements	
a. The applicant clearly addresses additional required statutory and program requirements • If a partnership is proposed, provides a reasonable and specific plan for how the partnership will expand the capacity of the organizations to achieve shared goals and how the partnership increases the scope or quality of services that could be provided the grantee alone. • The applicant provides a reasonable and specific transportation plan clearly aligned with the needs of the students to be served that addresses how students will travel safely to the center(s) and home • The applicant provides a reasonable and specific plan for disseminating information about the program to the community in a manner that is understandable and accessible • The applicant provides a reasonable and specific plan for how the proposed program will coordinate federal, state, and local programs to make the most effective use of public resources • If using volunteers, the volunteers are qualified, and the screening process is reasonable	10
4. Budget	
a. The costs reflected in the budget are appropriate for the results expected • The overall budget is reasonable and necessary to implement the proposed program and accomplish the program objectives • The proposed budget plan clearly aligns with the overall program design and program requirements • Required positions (i.e., project director, family engagement specialist and one site coordinator per center) are budgeted and reasonable in cost • The budget plan provides each proposed center with sufficient resources for delivering high quality programs, including supplies, training, and salary	8
5. Measurable Goals and Progress	
a. The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable • The applicant provides a clear and compelling description of how the proposed program is designed to impact the measures of effectiveness • The objectives, strategies, and activities proposed can reasonably be expected to increase student academic outcomes	6

• The benchmarks and the summative Specific Measurable Achievable Relevant Timely (SMART) goals are clearly described and related to and consistent with the proposed program	
6. Quality of the Program Plan	
a. The design of the proposed program reflects current research- or evidence-based practices and presents plans for sustaining the program • Cites relevant research or evidence-based practices that support the proposed program design and describes how the project will implement research- or evidence-based practices • Program design consists of high-quality center-level needs assessment, student recruitment plans, family engagement strategies, activities, and operations plan overall • Provides a reasonable and clear plan for how the community center(s) will continue after grant funding ends, including how this grant will help local sustainability efforts	6
	54

Priorities for Funding

See the General and Fiscal Guidelines, Priorities for Funding.

In addition to the factors considered in awarding competitive grants as outlined in the previous sections above, TEA will award grants per the priorities listed below. Applications that receive 70% of the points available through the standard and specific review criteria will have priority points added, if earned and if available per the program guidelines.

Statutory or TEA Priority	Maximum Points
Statutory Priority 1 – Targeted Services. Applications proposing to target services to students and the families of students who primarily attend schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and enroll 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. Therefore, priority points will be awarded to applications that propose that 65% or more of the students served will attend schools that meet both of the following criteria: 1. Identified as a comprehensive or targeted support and improvement campus for 2020-2021 AND 2. Has an "at risk" population greater than the state average as listed in the State Student Information portion of the *most recent published Texas Academic Performance Report (TAPR)*.	3
Statutory Priority 2 – Joint Partnerships. Priority points will be awarded to proposals submitted jointly by eligible entities consisting of not less than one LEA receiving funds under Part A of Title I and another eligible entity; and demonstrating that 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 would	3

Statutory or TEA Priority	Maximum Points
expand accessibility to high-quality services that may be available in the community. **Special rule**: TEA will provide the same priority to an application submitted by an LEA if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant.	
Program Priority 1 – 21st CCLC Program Integration. Priority points will be awarded to proposals that clearly describe the integration of the grant program with other TEA or local initiatives designed to increase specific academic student outcomes. The integration must align with the needs assessment results and present realistic short- and long-term goals for student academic achievement. Examples of programs that integrate with 21st CCLC include, but are not limited to, the Additional Days School Year (ADSY) summer program, Texas Home Learning, Math Innovation Zones, and programs that support secondary students in career pathways.	3
Total maximum number of statutory/priority points	9

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