



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

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

NOGA ID []

Application stamp-in date and time

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

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

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

Grant period: From 07/01/2021 to 07/31/2022 Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization: Boys & Girls Clubs of South Central Texas (BGCST)
Campus name: Texas Preparatory School, CDN: 105802, Vendor ID: [], ESC: 13, DUNS: 063003599
Address: 400 Uhland Drive, City: San Marcos, ZIP: 78666, Phone: 512-805-3000
Primary Contact: Mark A. Terry, Email: mark.terry@bgcsct.org, Phone: 512-805-3000
Secondary Contact: Elton Fite, Email: elton.fite@bgcsct.org, Phone: 512-805-3000

2. Certification and Incorporation

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

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

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

Authorized Official Name: Mark A. Terry, Title: CEO, Email: mark.terry@bgcsct.org

Phone: 512-805-3000, Signature: [Mark A. Terry], Digitally signed by Mark A. Terry, Date: 2021.01.21 16:10:55 -06'00', Date: 01/21/2021

Grant Writer Name: Holly VanScoy, Signature: Holly VanScoy, Digitally signed by Holly VanScoy, Date: 2021.01.06 19:37:37 -06'00', Date: 12/06/2021

[] Grant writer is an employee of the applicant organization. [x] Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Only 12% of students in 3rd - 6th grade on Texas Preparatory School's campuses met grade level or above performance levels in both reading and mathematics on the 2019-2020 STAAR assessment.	Review all students' reading and mathematics abilities to identify those performing below grade level; provide tutoring in mathematics and/or reading to those below grade level; deliver incentives to students whose academic performance improves; engage parents in activities that help students improve their mathematics and/or reading skills and reward improvements at home
Some 33.7% of students enrolled on Texas Preparatory School's campuses were mobile in 2018-2019 (the most recent year for which this data was calculated).	Engage parents of Title I students in center opportunities that help them stabilize their incomes, employment and housing, including financial planning & budgeting courses, tax preparation sessions, and linkages to community resources that help prevent loss of employment and housing or the need to move.
Some 7.7% of kindergarten (K) students, 3.2% of fifth graders and 10/5% of sixth graders were retained at Texas Preparatory School's campuses in the 2019-2020 school year.	Provide social, emotional and educational enrichment services to all students and engage them in BGC programming that is academically enriching; engage their parents in family literacy programming and other targeted activities aligned with students' academic needs to promote meaningful learning at home, including parent-initiated reading and math experiences and homework assistance.

5. SMART Goal

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

By the end of Year One, at least 95% of students on both campuses of Texas Preparatory School (TPS) who meet or exceed the ACE threshold criteria for Program participation meet grade level or above performance levels in both reading and mathematics on standardized, statewide assessments or other valid, reliable measures.

6. Measurable Progress

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

First-Quarter Benchmark

By the end of the first quarter, at least 50% of students participating in the ACE program perform at grade level or above in reading and mathematics as objectively measured by their report card grades, teachers' and tutors' progress reports and subjectively validated by parental reports. Grade level academic progress data will be collected on each ACE participant every 3 weeks from teachers and tutors and every 6 weeks from parents. This data will be summarized at the end of the first quarter and a determination made about whether at least 50% of ACE participants are performing at grade level or above. Student performance levels will be further analyzed in terms of numerous key variables including, but not limited, to: ACE program participation rates, school attendance, race/ethnicity, grade level, special education status and previous academic performance.

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

By the end of the second quarter, at least 65% of students participating in the ACE Program perform at grade level or above in reading and mathematics as objectively measured by their report card grades, teachers' and tutors' progress reports and subjectively validated by parental reports. Academic progress data will be collected on each ACE participant every 3 weeks from teachers and tutors and every 6 weeks from parents. This data will be summarized at the end of the first quarter and a determination made about whether at least 65% of students are performing at grade level or above. Student performance levels will be further analyzed in terms of numerous key variables including but not limited to ACE program participation rates, school attendance rates, race/ethnicity, grade level, special education status, previous academic performance levels and parent/guardian engagement and/or involvement to identify the students still most in need of additional or enhanced ACE Program services.

Third-Quarter Benchmark

By the end of the second quarter, at least 80% of all students participating in the ACE Program will be performing at grade level or above in reading and mathematics as objectively measured by their report card grades, teachers' and tutors' progress reports and subjectively validated by parental reports. Academic progress data will be collected on each ACE participant every 3 weeks from teachers and tutors and every 6 weeks from parents. This data will be summarized at the end of the third quarter and a determination made about whether at least 80% of students are performing at grade level or above. Student performance levels will be analyzed further in terms of additional variables, including but not limited to ACE program participation rates, school attendance rates, previous academic performance levels, parent/guardian engagement and involvement and mobility to identify the student groups who continue to require additional or enhanced ACE Program services in improve their academic performance.

7. Project Evaluation and Modification

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

The Project will use both process (activity) and outcome (impact) data to determine which ACE programming is most most highly associated with improvements in participating students' academic performance. Activities poorly attended or associated in the evaluation with lower academic performance levels will be modified based on information from students, parents, teachers and ACE staff. Such factors as activity schedules, resources, staffing, staff training, participation incentives and alignment with TPS' curriculum, grading protocols and TPS' academic standards will be analyzed to provide data for modifying ACE programming. As needed, adjustments will be made to improve the alignment between statewide academic standards, TPS' curriculum and ACE Program approaches.

The ACE Director will provide a written quarterly report to the TPS Board regarding progress toward achievement of the quarter's benchmark. If student achievement does not improve in the expected direction and extent, meetings of TPS teachers, ACE staff, parents and other stakeholders will review each evaluation report, identify issues and concerns most likely contributing any reported lack of progress, and make specific recommendations for changes, including, but not limited to: increased collaboration, improved training, schedule changes, better student and/or parent engagement strategies, improved student incentives for ACE participation and academic progress, and/or the addition of new program offerings or activities to address the gaps, weaknesses or obstacles identified.

The evaluation data will also be used in promulgating information about student progress toward the Program's SMART goals, including informing TPS' staff, parents, Board members, and other community stakeholders of these positive changes via social and conventional media, including newsletters and other communication outlets. It is expected that regular evaluative communication about student academic growth and family successes will provide a strong platform upon which to build greater levels of student/parent and community participation and promote future ACE program participation levels, as well as the Program's overall sustainability and fiscal support by funders.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

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

ASSESSMENT: BGCSCT conducted a survey of stakeholders, including students in grades 3 through 6; parents; teachers; staff; administrators; and the Board. Forms were emailed to participants and follow-up encouragement was provided. Some 55 surveys were completed, providing respondents' perceptions of unmet student needs; students most in need of assistance/services; services family members and students would most benefit from; activities recommended; and ideas for communicating with parents to encourage them to enroll their students in ACE programming. In addition, the three most recent TEA Academic Performance Reports for both campuses were reviewed to identify patterns and trends in student academic performance; and district and campus profiles were examined for student demographic data, as well as trends in these characteristics, disability status, mobility rates, EL status, disciplinary placements, and Title I status. Recent U.S. Census and pandemic data for the tracts/zip codes served by TPS campuses were also examined to identify patterns of viral spread, employment, transportation, housing and single-parent households. A scan of resources in Austin and San Marcos involving United Way for Greater Austin and the Texas Partnership for Out of School Time found few affordable programs available to TPS's students, particularly activities delivering the supports and resources they need to improve their academic performance, stabilize their residential status, and engage their parents as partners in education. Enrichment programming, healthy physical activities, and family engagement and learning resources were particularly scant in and around the San Marcos and Austin campuses, with increasing levels of need for safety net programs responsive to the pandemic.

SCOPE OF NEED: The Need & Resource assessment found the COVID-19 pandemic is having measurable negative impacts on TPS 'students, particularly the 70.7+ % who are economically disadvantaged and the 100% who are Title I. Food and housing insecurity emerged as major, current impacts on students' attendance, mobility and academic performance as a result of parental loss of employment, and limited or no transportation and/or child care resources. Students "most in need" within in this context were found to comprise the entirety of the TPS population. Moreover, many students and families are also at-risk for and vulnerable to social and personal discrimination and prejudice since 85% + are members of racial/ethnic minority groups. The ACE Program goal is for least 85% of the Title I students on its campuses and at PPS to fully meet the participation criteria.

PLANS: TPS has systems in place to identify struggling students. These systems will be expanded to engage parents as well as provide opportunities for students to self-identify areas in which they need additional instruction, practice or encouragement, such as tutoring, mentoring and enrichment programming. TPS will continually assess students' academic progress after each grade reporting period, using prior years' STAAR performance data for each student to initially identify those most in need ACE Program resources, comprising the evidence-based BGCA curriculum of programs that develop globally competent high school graduates who complete high school on time, ready for a post-secondary education and a 21st century career, such as STEM Computer Science Pathway, Digital Literacy Essentials, DIY STEM, Project Learn, Summer Brain Gain, Ultimate Journey and Power Hour, an engaging homework help and tutoring program that helps students become self-directed, successful learners. The Program also incorporates Texas' Alliance of BGC's demonstrated-effective programming, including AIM tutoring with Sylvan Learning Centers; TEXYSN delinquency prevention; and #girlstrong, funded by Texas Office of the Governor's Criminal Justice Division. This plan meets the needs of working families by providing out-of-school-time programming for K-6th grade students that allow parents to work a conventional schedule without concern for their children's safety, or psychological, social or academic wellbeing before or after school or during the summer. This ACE Program also includes engaging activities that deliver quality parent resources and supports.

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9. Statutory/Program Requirements (Cont.)

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

This is BGCSCCT's and TPS's coordinated program design to meet the ACE program's effectiveness measures:

- a. Growth in state assessment results. The evidence-based programs of Boys & Girls Clubs of America are purposefully aligned with providing struggling students with the resources and supports they need to improve their performance on standardized academic performance tests, including helping them develop time management skills; attending to homework and academic assignments; asking for and using help with academic subjects; participating in regular, rigorous tutoring in core academic subjects; developing positive relationships with adults and peers to prevent bullying and other undesirable campus behaviors that create hostile learning environments; and using their parents assistance with academic tasks, including homework assignments and other academic projects. By the end of the ACE Program, at least 95% of Program participants will meet or exceed state standards in all subjects tested.
- b. Improved GPA - The Program design includes regular, rigorous individual tutoring sessions, as well as opportunities for involvement in peer tutoring, group tutoring and academic enrichment experiences that strengthen students' grades and GPAs. By the end of their participation in the ACE Program, at least 75% of students' will have earned significantly higher GPAs than they earned prior to Program participation.
- c. Increased school day attendance - TPS is skilled at delivering creative, positive, and constructive learning experiences in which students succeed, gain confidence, and feel affirmed. Students' attendance improves when school is a place where they feel comfortable and regularly experience academic and social success, including support and approval from teachers, school staff and their peers. The ACE program is designed so that students are encouraged to expand their skills, take risks, and gain acceptance of their authentic identities. By the end of the ACE Program, at least 90% of students with poor attendance records achieve significantly improved attendance.
- d. Improved school day behavior - TPS has a history of few or no disciplinary incidents on its campuses during the school day or out-of-school-time programs, including previous ACE programming. The district's learning environment is based on respect for students and their diverse ways of learning, expressing themselves, and relating to others. This respect and acceptance translates into students who consistently respect and follow TPS's rules and take responsibility for their behavior. The ACE Program will reinforce, reward and celebrate students' continued excellent school behaviors, helping students internalize good citizenship at school into their values and behaviors. By the end of the ACE Program period, TPS will have sustained its record of no disciplinary incidents.
- e. Increased student engagement in learning -The TPS ACE Program is designed to provide students access to many opportunities to participate in enrichment and academic experiences that are enjoyable and intrinsically rewarding, including art, music, sports and physical activities, social events, service learning projects and self-directed learning. Collectively these activities and experiences not only promote student academic learning, but also help students develop socially and psychologically into more mature individuals. Because BGCA's programs are of very high quality and have been adapted to serve students with divergent strengths and needs, diverse students respond enthusiastically and positively to them, to the adults leading them, and to their peers who participate with them before and after school and in the summer. Consistent and meaningful adult supports, strong peer relationships and the experience of personal mastery are all important factors in increasing and sustaining student engagement in learning - during the school day and all out-of-school-times. In addition, the ACE Program design includes a purposeful emphasis on parental involvement that both improves parents' literacy skills and confidence as lifetime learners and engages them in their children's academic experiences in positive and affirming ways. Multi-generational ACE Program activities and events help parents increase their involvement in school-based activities (such as homework, school projects, and field trips) as well as provide parents opportunities for playing and learning with their children in informal out-of-school activities, such as nature walks, gardening, ACE service learning projects, and group play with other parents and their children. Overall, this Program design works holistically with students and parents to boost student engagement in learning. By the end of their participation in the ACE Program, at least 95% of students report engagement in learning was significantly greater after ACE than prior to it.

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9. Statutory/Program Requirements (Cont.)

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

BGCSCT will deliver a comprehensive out-of-school-time program comprising a broad array of high-quality academic, enrichment and service learning experiences to qualifying low-income and at-risk elementary-aged students who need assistance meeting state and Texas Preparatory School standards during the school year and maintaining their academic momentum during the summer, as well as activities designed to engage, educate, and motivate 50 or more parents to participate in and positively contribute to their children's academic, social and civic development. This ACE Program will include a year-round schedule of innovative, meaningful and positive activities designed to significantly improve students' academic performance, attendance, behavior, and promotion rates, as well as ensure they are ready to graduate from high school on time and prepared to transition to and attain success in postsecondary education and/or the workforce. The Program will include shared learning opportunities for participating students and their parents in the early evening hours several days each week and/or on weekends and during the summer. Student programming will include the evidence-based Boys and Girls Clubs of America's evidence-based, national curricula - including, but not limited to the Power Hour academic and tutoring intervention; Robo Tech robotics; Game Tech (digital animation and game design); SMART Girls; Passport to Manhood; NetSmartz (Internet safety); Healthy Habits (nutrition, physical activity); WANNA PLAY? (fitness and health); Jr. RBI (baseball and softball); PGA Sports Academy (golf); DramaMatters (creativity focus); Digital Arts Suite (computer-generated art and design); ImageMakers (photography) – and the Texas Alliance of Boys & Girls Clubs' demonstrated effective Texas AIM reading and math tutoring program. Each of these is informed by the theories of intentional activity development. Student scheduling will be intentional to enhance the alignment of all participants' specific academic improvement needs with the ACE courses and classes most likely to address those needs.

Students who are academically struggling in core classes, at risk of academic failure and/or not being promoted to the next grade level at the end of the academic year, those exhibiting behaviors associated with academic under performance or retention in grade (including poor attendance, chronic tardiness, being unprepared for daily classes, poor impulse control or other social or emotional difficulties) and their parents will be targeted for recruitment and participation. The ACE Program will be delivered to students five days a week for at least 35 weeks of the school year, and at least six weeks during the summer, on-site at Texas Preparatory School's campuses in San Marcos and Austin. Parent activities will be scheduled at least twice weekly during the school year and during the ACE Program's 6-week summer session. Each week during the school year, at least 15 hours of ACE Program activities will be provided. The summer program, specifically designed to mitigate potential learning losses of at-risk or struggling students, will be provided at least four hours daily, five days a week. Each activity will be at least 45 minutes long, and two or more activities will be available every hour the ACE Program is in operation.

The Program will be staffed by a qualified, full-time Project Director, two qualified full-time Site Coordinators (one per campus) and one qualified FTE Family Engagement Specialist, who will serve both campuses. The staffing of program activities will be achieved through collaboration with trained BGCSCT leaders, TPS' subject matter teachers and instructional aides, and trained, qualified mentors and tutors in core elementary subjects. All Program staff members and volunteers will be prepared for their specific roles and responsibilities by TPS and BGCSCT and will be required to participate in staff development activities and supervision throughout ACE Program involvement.

A rigorous qualitative and quantitative program evaluation is planned to assist BGCSCT and TPS incorporate updated data-based and continuous improvements in the quality of all activities and events and provide TEA with all of the data required for program monitoring and other purposes. This data will also be used to communicate with BGCSCT's and TPS's stakeholders and the community at-large about ACE Program successes as well as students' and parents' achievements and progress toward achieving Program goals, students' achievement goals, and participating families' goals.

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9. Statutory/Program Requirements (Cont.)

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

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

- This applicant is part of a planned partnership The applicant is unable to partner

The proposed ACE Program will build on, enhance and expanding the longstanding partnership between Texas Preparatory School's two campuses in San Marcos and Austin and the Boys & Girls Clubs of South Central Texas. In this ACE Program partnership, TPS will provide the two campus sites and rigorous fiscal oversight for all ACE programming, and BGCST will hire, train, supervise and evaluate the performance of all ACE Program personnel; design, deliver and collect data on all activities; oversee the evaluation; engage, assess, serve and evaluate the progress made by student participants and their parents; identify, engage and structure collaborations with other nonprofits, businesses and other community organizations; and, collaborate with TPS to manage TEA funds as budgeted and review evaluation feedback and make quality improvements in the program. TPS' roles will also include establishing policies for and providing oversight of all ACE Program activities; communicating and collaborating with TEA; receiving, disbursing and accounting for all funds; selecting the Project Manager and collaborating in the hiring of all other ACE Project staff on both campuses; and sharing responsibility for training, staff development, resource procurement and distribution, public communications and public relations; media interface; and governmental liaison, as needed.

TPS and BGCST will also partner with Texas State University to secure the participation of and supervise the work of graduate and undergraduate students to deliver high quality academic tutoring in math, reading and other core subjects to K through 6th grade students on both campuses during the school year and the six-week summer session. The Project Director will liaison with TSU officials and ensure the recruitment and provision of comprehensive tutor training and supervision for all TSU students who serve in the ACE Program; the Site Manager will assign TPS students to qualified tutors and oversee the delivery and evaluation of tutoring services to individual students and/or small groups of students with similar learning needs and academic goals.

TPS and BGCST will collaborate to hire, manage and supervise an external ACE Program evaluator to provide formative and summative analyses of the outcomes and impacts of all Program components, particularly attainment of the Program's expected outcomes and impacts on students and their parents, including solid improvements in state assessment results, improved GPAs, increased school day attendance, sustained good school behavior, and increased student engagement in learning, particularly vis a vis ACE quarterly benchmarks and annual objectives. They will also continue their longstanding collaborations with Community Action of Central Texas to facilitate child care, job training and employment supports for parents in San Marcos and with Capital Area Workforce Solutions, which provides similar services and supports for Austin-area families.

Upon funding and launch, the ACE Program will significantly expand access to high-quality, evidence-based services for elementary-aged students and their parents not currently available to them in Austin or San Marcos. Access to these services has recently been adversely impacted by the COVID-19 pandemic and its consequent economic impacts in these communities. The ACE Program will expand access to struggling students and families, by enhancing its schedule, services, activities, events and evaluation capabilities to provide assistance that helps students and their families recover from the pandemic and work toward self-sufficiency.

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9. Statutory/Program Requirements (Cont.)

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

The evidence-based national Boys & Girls Clubs of America's programming at the heart of TPS' ACE Program – including Power Hour academic assistance intervention; Robo Tech (robotics); Game Tech (digital animation and game design); SMART Girls; Passport to Manhood; NetSmartz (internet safety); Healthy Habits (nutrition, physical activity); WANNA PLAY? (fitness and health); Jr. RBI (baseball and softball); PGA Sports Academy (golf); DramaMatters (language arts creativity focus); Digital Arts Suite (computer-generated art and design); ImageMakers (photography) – as well as the Texas Alliance of Boys & Girls Clubs' AIM reading and math tutoring program -- have been subjected to many independent evaluations since the mid-1980s and judged effective for promoting students' success academically and socially. The 2015 National Economic Impact Study of BGCA's ROI found these services and programs produce significant, lasting value for youth, families and their communities: Every dollar invested was documented to return \$9.60 in participants' current and future earnings and cost-savings to their communities. The greatest benefits are seen in from Program participants' improved grades and avoidance of alcohol and their parents' earnings. These programs also promote the earning power of parents, as well as of youth when they become adults and contribute to major societal savings by helping to prevent costly expenditures for health care, public assistance programs, and criminal justice system involvement. In 2018, BGCA's researchers completed a follow-up study to identify any additional economic impact of improving BGCA's programs, finding that for every student whose performance improves from the "needs improvement" category to "optimal functioning" on standardized assessments, society realizes an estimated lifetime positive economic impact of \$8,037. The BGCST ACE program will apply each of these BGCA program models with fidelity as integral parts of a full schedule of proved, well-researched practices that provide academically-focused, enrichment, and related activities contributing to participants' progress toward high school graduation, postsecondary and workforce preparation and positive, holistic personal development. In addition this approach will incorporate proved programming that engages parents in attaining and sustaining these vital outcomes for their children during and after Program participation.

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.

All K through sixth grade students enrolled on TPS's Austin or San Marcos campus and those attending PSP are transported to and from school by their parents or responsible adults their parents have designated (such as carpools, grandparents, older siblings and other family members). The transportation needs of students participating in the ACE Program before and after school and/or during the summer will be addressed in the same way.

ACE Program scheduling for all students will be aligned with parents' schedules and transportation resources to ensure all students meet or exceed the attendance criteria to be ACE "participants" during the academic year and in summer programming. Program staff will work with parents to ensure every child has safe, reliable transportation resources and adequate out-of-school time supervision after returning home after Program participation each day. Students will be provided with information about how to safely travel to and from campuses in personal vehicles including use of seat belts; leaving and entering vehicles; crossing streets; avoiding unknown adults; paying attention to immediate surroundings; summoning help, when needed; and use of car seats, if required. TPS' and/or BGCST's staff will monitor students being dropped off and picked up from both campuses every day to ensure student safety and wellbeing and address any parent safety concerns. Transportation safety issues or concerns that arise will be promptly referred to and addressed by the Program Director, Campus Site Manager and/or Parent Involvement Specialist, in collaboration with students and parents affected. The ACE Program will provide older students participating (3rd-6th grade) access to classes in first aid and personal safety, including how to secure adult assistance for accidental injuries or other emergencies. BGCST staff on both campuses will be trained in first aid, and will establish safe, orderly processes for students arriving at or leaving program sites. ACE Program staff will also monitor the arrival and departure of all other individuals on both campuses during every Program period - before and after school and during the summer. A daily roster of Program visitors will be maintained and monitored.

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9. Statutory/Program Requirements (Cont.)

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

BGCSCCT will launch an assertive, engaging and comprehensive public information campaign to inform the the Austin and San Marcos communities about their local ACE Program community learning centers, the two locations and how to participate in and/or support the Program's efforts during the grant-funded period and beyond. This campaign will target all relevant, local print, broadcast and electronic media outlets to receive press releases, bulletins and other timely information about ACE Program availability and participation requirements. Information will be disseminated, for example, to local and regional newspapers, TV and radio stations, and websites or social media venues used by community organizations, providing program descriptions and sign up information. In addition, announcements, newsletters, flyers and other communications will target parents of all TPS students, particularly economically disadvantaged and academically at-risk students. These materials will be provided in the language spoken by students and/or their parents. Furthermore, faculty and staff will make follow-up contacts with parents whose children have academic needs, but have not responded to the Program recruitment efforts. Verbal, face-to-face ACE engagement and participation information be be provided to parents who cannot read and/or who have conditions that make it difficult for them to read or understand printed materials, including activity schedules.

BGCSCCT and TPS will also jointly sponsor one or more ACE Program information sessions early in AY2021-2022 to inform and engage parents and students on both campuses about all year-round ACE opportunities. These will be in languages understandable to all parents/students and include accommodations for parents or students with conditions that may impact their participation or understanding, including Spanish translation, interpretation and sign language or Braille, as necessary. In addition, an invitation in Spanish and English will be included in the registration packet on both TPS campuses for new or returning students to encourage ACE participation and engagement.

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.

The proposed program, a partnership between TPS and the Boys & Girls Clubs of South Central Texas, will be coordinated with numerous successful evidence-based programs for whom curricula and technical assistance are available from BGCA and Texas Alliance of BGC, including EARLY Financial Literacy programming offered through a partnership between BGC and Citi Bank; the TEXSYN Project, a partnership of TX Alliance of BCG and the Texas Department of Family and Protective Services to prevent juvenile delinquency, drug use and gang involvement; the AIM Project, a partnership with Sylvan Learning to promote struggling/failing students' success in reading and mathematics and counter the loss of academic momentum in the summer; and #girlstrong, funded by the Texas Governor's Criminal Justice Division to prevent sex trafficking of and juvenile delinquency in young girls. The Program will also coordinate with Hays County Health Department to provide health screenings and referrals for health services to eligible students; with ESC Region XIII and other area ISDs to provide teacher and staff training for Program staff; and with local nonprofits, faith-based institutions and businesses in San Marcos and Austin to link low-income and/or at-risk students and their families to the basic needs, housing, social services, mental health services, spiritual resources and other assistance they need to attain stability and promote their children's attendance, academic performance and timely high school graduation. TPS also utilizes San Marcos and Austin public libraries as a reading and academic resource for students; and collaborates with several departments at Texas State University to recruit college students as mentors and tutors for students in need of academic assistance, enrichment services or personal supports. Funding for the ACE Program will supplement but not supplant fiscal resources provided to TPS by TEA as part of the district's Title I traditional "per-child" allocations for the purpose of implementing its State and local accountability-related responsibilities.

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9. Statutory/Program Requirements (Cont.)

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

BGCST's preliminary plan for continuing the ACE Program on both its Austin and San Marcos campuses includes an ongoing, robust fund development strategy blending private and public funds from foundations, corporations, and city, county, state and (potentially) federal sources. The organization will continue its collaboration with the Texas Alliance of Boys & Girls Clubs in fund development activities, along with partnering with Boys & Girls Clubs of America. It will take advantage of the 2021 federal CARE ACT expansion funding opportunities to support staff and strengthen its fiscal position, which will be beneficial throughout the grant period. Outreach to Texas-based foundations including, but not limited to, Austin Community Foundation, the Meadows Foundation, Moody Foundation, Onestar Foundation and others will be made during or before the end of the second year of TEA funding for this Project to identify funders' interest and share Project's results to-date. TPS will partner with BGCST in these fund-raising efforts, including engaging both organization's Board members, parents and other stakeholders in mutually beneficial development activities to raise future funds to sustain the ACE Program in perpetuity.

Resources provided by Nita M. Lowey Cycle 11 funding will assist BGCST's local sustainability efforts by providing support for public relations and other community education efforts that inform potential donors of the ACE Program's scope of work and its potent impacts and outcomes on participants and their families. TEA resources will be instrumental in hiring capable Project staff with the ability to implement the ACE Program plan with fidelity as well as carry out rigorous, professional fund-raising activities, including campus events that engage potential donors and proposal development activities, as well as creating and sustaining strong partnerships with Sylvan Learning Center, Texas State University and additional local organizations that will bolster BGCST/TPS' joint 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)

The Program plans to use highly qualified, trained volunteers to deliver tutoring and mentoring services to students and provide parent support activities. All volunteers will be required to complete a standardized application, complete an interview, and pass a rigorous background check before receiving training or participating in any Program activities. The screening and on-boarding process for volunteers will be as rigorous and well documented as that used to on-board paid Program employees.

Completed files will be maintained on all volunteers participating in service delivery over the course of the Program. Any complaints or incidents involving volunteers will be thoroughly investigated and appropriate actions will be taken to ensure the safety and wellbeing of students served, staff and the Program's fidelity.

Students at Texas State University and other local colleges will be screened prior to referral as tutors or mentors by their institutions, but BGCST and TPS will implement the Program's full screening process prior to placing them in Program roles. If university/college student volunteers take part in Program roles in fulfillment of course objectives, Program staff will consult with their supervising instructors as part of the screening process to help identify the volunteers' strengths and any areas of concern.

After volunteers have completed screening and training, they will be placed in Program roles where they can provide the most valuable assistance to individual students, student groups and/or parents. In addition to placement as tutors and mentors, volunteers may be used as activity group leaders, coaches or referees of sports or other physical/athletic activities, instructors of specific skill-based courses (such as photography) and parent supports. In every instance, volunteers will be trained and supervised for each of their roles. Volunteers whose behaviors or performance does not meet Program standards will be promptly relieved of their placement and responsibilities.

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9. Statutory/Program Requirements (Cont.)

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

Partners will deploy effective evidence-based outreach strategies to recruit and retain ACE participants, including referral of academically struggling students or those with poor attendance by TPS teachers, parents or students themselves; promotion of Program activities via lively posters on campus, engaging flyers sent home; regular announcements on both campuses; personal encouragement by teachers, administrators and counselors; use of students who have previously participated in ACE in the recruitment of their peers; and broad promulgation of ACE's comprehensive and engaging activity schedule to students and parents - including a description of expected positive outcomes for participants. Retention over time will be fostered by providing engaging, warm and supportive adult relationships; positive peer interactions; after-school snacks and summer meals; and diverse, high-quality and enjoyable (fun) diverse activities with demonstrated appeal to and positive results with elementary-aged students. SMART PROGRAM ATTENDANCE GOALS: a) Each school year at least 75% of eligible students enrolled on each campus of TPS meet or exceed the attendance threshold requirements to be considered an ACE Program participant; and b) Each summer at least 50% of eligible students enrolled on each campus of TPS meet or exceed the attendance threshold requirements to be classified as an ACE Program participant.

The following SMART GOALS translate these attendance criteria into two dosage thresholds for ACE "participation:"

a. Each school year, at least 75% of eligible students enrolled on each campus of TPS attend 45+ days at 120 minutes each day during the year in fall and spring.

b. Each summer, at least 50% of eligible students enrolled on each campus of TPS attend 12+ days at 240 minutes each day. BGCST and TPS and their partners will collaboratively deliver at least five weeks of academic and academic enrichment programming during the summer, with each week comprising at least six hours of programming per day for at least four days each week.

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

The needs assessment survey of December 2020 was used as one means of identifying the most prominent unmet needs of students on TPS' campuses, with 42% of respondents being parents; 36% teachers; 9% school administrators, 8% Board members, and 7% upper elementary students. Other data was secured from the past 3 years' TEA campus/district reports of student achievement and demographics and key informant interviews with TPS' stakeholders. Overall, respondents identified enrichment activities (art, music, dance, literature, drama); athletic activities; and mentoring as the most prominent unmet needs of TPS students. Recent STAAR Performance results and retention rates since 2018 affirm the need for additional supports in core academic subject, particularly reading and math, where the proportion of all students meeting reading and math grade level or above fell from 57% in 2018 to 12% in 2019 district-wide. The national BGCA's and Texas Alliance of BGC's signature programs were selected as the basis for the proposed operations of TPS's ACE Program - including as the foundation for campus activity schedules, Program staffing and budgeting - because they have demonstrated effectiveness in providing well-received enrichment activities that improve students' school performance, attendance and behavior, as well as deliver high-quality, standardized evidence-based mentoring and tutoring services to elementary-aged students that attain positive results. A key element of these signature programs is their focus on advance planning as well as the incorporation of relevant and timely measures of effectiveness that include many proven evaluation methodologies.

All of the proposed programs include robust evaluation designs and methodologies, as well measures of fidelity to national and statewide program models. BGCST's plan is to implement a comprehensive evaluation to monitor Project results and track students' service targets and sustain the high quality of all Program activities, events, personnel, supervision, health and safety standards, student and parent engagement and fiscal expenditures. These quality assurance activities will be monitored by the Boards of BGCST and TPS, and involve all partners.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Project Director	\$45,000
2.	Site Coordinator (2) @ \$32,000.00	\$64,000
3.	Family Engagement Specialist (one for both sites)	\$32,000
4.	Administrative Assistant / Data Clerk	\$12,500
5.	Program Staff (both sites)	\$54,970

Professional and Contracted Services

6.	Grant Evaluator	\$5,500
7.	Sylvan Learning (Instructional Staff/Tutors for both sites)	\$36,500
8.		
9.		
10.		

Supplies and Materials

11.	Program Supplies	\$3,000
12.	Computers (laptops/tablets)	\$5,500
13.		
14.		

Other Operating Costs

15.	Travel (Student and Staff)	\$3,500
16.	Student Incentives	\$4,000
17.	Competition Fees (Exposure to competitions Robotics, Science Fairs)	\$2,500

Capital Outlay

18.	N/A	
19.	N/A	
20.	N/A	

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID: 105802

Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	105802101	Texas Preparatory School San Marcos, 400 Uhland Rd., San Marcos, TX 78666, 512.805.3000	1	PK to 6	50	25
2	105802041	Texas Preparatory School Austin, 7540 Ed Bluestein Blvd., Austin, TX 78723, 512.928.3000		PK to 6	50	25
3						
4						
5						
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Level	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	105802041	Texas Preparatory School, 400 Uhland Rd., San Marcos, TX 78666	PK-6	50	25
Feeder	105902105	Travis Elementary School, 1437 Post Rd., San Marcos, TX 78666	K-5		
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/23/21	12/17/21	16
Spring Term	1/10/22	5/27/22	19
Summer Term	6/6/22	7/15/22	6

Total number of weeks:												41
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3	6			3	6	8:30	12:30		
Tuesday			3	6			3	6	8:30	12:30		
Wednesday			3	6			3	6	8:30	12:30		
Thursday			3	6			3	6	8:30	12:30		
Friday			3	6			3	6	8:30	12:30		
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities		Tuesdays and Thursdays each week; 5pm – 6pm										
Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022										
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address	G r a d e	Proposed "Regular" Student	Proposed Parent/Legal Guardian Target							

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

		ss, City, ZIP	s S e r v e d	nt Tar get	
Center	1058021 01	Texas Prepar atory School - Austin, 7540 Ed Blueste in Blvd., Austin, TX 78723	P K - 6	50	25
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/23/21	12/17/21	16
Spring Term	1/10/22	5/27/22	19
Summer Term	6/6/22	7/15/22	6
Total number of weeks:			41

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	A M S t a r t	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3	6			3	6	8:30	12:30		
Tuesday			3	6			3	6	8:30	12:30		
Wednesday			3	6			3	6	8:30	12:30		
Thursday			3	6			3	6	8:30	12:30		
Friday			3	6			3	6	8:30	12:30		
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			

Adjunct Sites, If applicable (site name and full address)					
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)					
Parent/Legal Guardian Activities		Tuesdays and Thursdays each week; 5pm – 6pm			
Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022			
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>					
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Graded Level Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					
Program Operations			Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>					
Fall Term					
Spring Term					
Summer Term					

Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													
Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022											
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address	G r a d e L e v e l	Proposed "Regular" Student	Proposed Parent/Legal Guardian Target								

		ss, City, ZIP	s S e r v e d	nt Tar get								
Center												
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												

Parent/Legal Guardian Activities													
Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022											
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Graded Level	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target								
Center													
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	

						a r t							
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													
Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022											
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	G r a d e L e v e l S e r v e d	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target								
Center													

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	A M S t a r t	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												
Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022											

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Level Selected	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)					
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)					
Parent/Legal Guardian Activities					
Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022			
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>					
Center 8	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Level	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					
Program Operations			Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>					
Fall Term					
Spring Term					
Summer Term					

Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 9	9 Digit campu s ID #	Name of Cente r/Feed er Schoo l, Physi cal Addre ss, City, ZIP	G r a d e L e v e l S e r v e d	P r o p o s e d "R e g u l a r" S t u d e n t T a r g e t	P r o p o s e d P a r e n t/ L e g a l G u a r d i a n T a r g e t
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												

Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 10	9 Digit campu s ID #	Name of Cente r/Feed er Schoo l, Physi cal Addre ss, City, ZIP	G r a d e L e v e l s S e r v e d	P r o p o s e d "R e g u l a r" S t u d e n t T a r g e t	P r o p o s e d P a r e n t/ L e g a l G u a r d i a n T a r g e t
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												

Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												