

Request for Application

Program Guidelines

2023-2024 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11, Year 3

Authorized by Elementary and Secondary Education Act (ESEA) of 1965, as amended by Every Student Succeeds Act (ESSA), Title IV, Part B (20 U.S.C. 7171-7176)

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Introduction to the Program Guidelines

TEA, as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions. The Standard Application System (SAS) consists of Application Part 1 (PDF – narrative schedules) and Application Part 2 (Excel – budget schedules) 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.

Errata Notices

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

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.

Contact for Clarifying Information

Grant Program Contact

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US Department of Education and/or State Appropriations

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

Category	Amount
Total funds available for this project	\$66,595,881
Percentage to be financed with federal funds	100%
Amount of federal funds	\$66,595,881
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

Grant Timeline

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 detailed information about the grant program.

Program Purpose, Goals, and Objectives

Nita M. Lowey 21st Century Community Learning Centers

The federal Nita M. Lowey 21st CCLC program supports the creation of community learning centers that provide academic and enrichment opportunities, during non-school hours for students, 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.

21st CCLC program activities must meet the following federal measures of effectiveness.

- Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities.
- Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.
- Be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards.

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- Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

Texas ACE

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. Texas ACE programs are required to participate in state activities that support continuous improvement, including quality and compliance monitoring, state and local evaluation, training, and technical assistance.

Local programs funded by the include in the following strategies, activities, and measurable goals.

STRATEGIES:

- **Strong program operations** that ensure a safe, supportive, and educationally enriching environment for all students, staff, and families.
- **Alignment with the school-day** through ongoing collaboration with school-day staff, attendance at professional development, and connections to school-day systems.
- **Community partnerships** and/or community engagement that support local needs, grant requirements, and program sustainability.

ACTIVITIES:

1. **Targeted academic support** that uses high-quality instructional materials (HQIM), high-impact tutoring (HIT), and/or school-day aligned academic activities.
2. **Student interest-based enrichment** that reinforces academic and nonacademic skills while allowing students to explore their passions.
3. **College and career readiness** that provides real world learning experiences and opportunities to practice 21st century learning skills such as collaboration, communication, critical thinking, and creativity.
4. **Family engagement** that empowers adult family members and connect them to the school community.

MEASURABLE GOALS:

1. Improve Academic Performance in Reading
2. Improve Academic Performance in Math
3. Improve School Attendance
4. Improve Student Engagement in Learning

5. Improve Family Engagement

Eligible Applicants

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

Current recipients of the Texas 21st Century Community Learning Centers, Cycle 11, Year 2, grant are eligible to apply for continuation funding.

Eligibility List

An eligibility list is posted in the Application and Support Information section of the [TEA Grant Opportunities](#) page.

Shared Services Arrangement

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

Shared services arrangements (SSAs) are allowed.

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.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

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

Limitation of Administrative Funds

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

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

For this federally funded grant, the grantee may claim a maximum for indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), located on the Grants Administration Division's [Grant Resources](#) page.

Pre-Award Costs

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

Pre-award costs are permitted, if requested, from August 1, 2023, to stamp-in date.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

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

Statutory Requirements

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

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

The following requirements are defined in the statute that authorizes this program. The applicant must comply with each of these requirements in the application to be considered for funding:

1. The applicant will adhere to the agreed-upon plan in the **original approved grant application** and subsequent amendments as appropriate including, but not limited to, the stated statutory requirements listed in Application Part 1 (PDF).

TEA Program Requirements

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

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

- The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See [Expenditure Reporting](#).
- If choosing to include an independent evaluator, the applicant must submit an outline of the evaluation plan that demonstrates the services of the evaluator will supplement rather than duplicate the information provided through the state provided local evaluation reports.
- The applicant must complete the Grant-Level Strategic Plan (Pre-Award)

- **Required Staffing**

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

- **One dedicated full-time Project Director** qualified to oversee cycles of continuous improvement at the grant-level, including but not limited to:
 - Annual Strategic Planning - conduct annual strategic planning across the grant to ensure programming is high-quality, data-driven, student-focused, and grant compliant.
 - Program Compliance - ensure adherence to TEA systems and reporting requirements for compliance and quality monitoring, technical assistance and training, and state and local evaluation.
 - Operations Management - ensure a high-quality, safe, and supportive environment for program participants, staff, and partners.
 - Budget Management - ensure fiscal compliance.
 - Staff Management - supervise the program specialist and site coordinators, train staff, and maintain productive working relationships with the state office, contractors, district and school staff, program staff, partners, and vendors.
 - Internal Monitoring - conduct and document ongoing internal monitoring to ensure quality and compliance and provide feedback to each center through site observations, data reviews, stakeholder surveys, and related activities.

- **One dedicated full-time Family Engagement Specialist** qualified to oversee professional development, and selection, design and implementation of family engagement activities that increase family literacy and meaningful connections to school-day learning.
- **One dedicated full-time Site Coordinator per center** qualified to implement cycles of continuous improvement at the center-level, including but not limited to:
 - Coordination and implementation of high-quality programming aligned to local needs and resources, HQIM/HIT and school-day aligned academic support, high-quality enrichment, and family engagement.
 - Recruitment, retention, and management of program staff.
 - Recruitment, retention, and ongoing support for program participants.
 - Daily operations management to ensure a safe, supportive, and educationally enriching environment.
 - Daily relationship building and professional communication with school staff, program staff, community partners, and adult family members.
 - Data entry and reporting as required by TEA systems and grant requirements.
- **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 except in very limited circumstances.

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

- **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. 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.

Requests to change approved center locations or operating hours during the grant cycle 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.

- **Program Schedule Minimum Requirements**

- Programs must adhere to the weeks and hours approved in the original grant application.
- At a minimum, programs must operate for 34 weeks across all terms, including:
 - A minimum of 15 hours per week during the school year (applicants should not propose to offer more than 20 hours of programming per week).
 - A minimum of five weeks and six hours per day, four days per week during the summer term. Continuous weeks are not required.
 - Begin services for students and families no earlier than the grant start date of August 1, 2023, and no later than September 7, 2023, unless specifically approved by TEA.

- **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 or more during the fall, spring or summer for the minimum minutes per day. Only days attended for 120 minutes in the fall and spring or 240 minutes in the summer are counted toward the total. OR
 - Eligible students who attend who attend 12 or more 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.

- **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. To meet the needs of working families, virtual family engagement activities are allowed.

- **State Activities for Continuous Improvement**

To support grantees in meeting program requirements and building local capacity to implement and sustain high-quality programs, TEA provides a suite of state activities and resources. Participation in the state activities listed below is required. Failure to participate in state activities may lead to funding reductions or disqualify programs from annual continuation. 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 TEA.

In an effort to continually improve program support, TEA may redesign or modify state activities and resources throughout the grant cycle. Current services include, and are not limited to, the following.

- 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 use the system to enter daily activity attendance and outcomes data. Grantees have access to reports to monitor adherence to grant requirements in real time.

- **State and Local Evaluation**

Grantees are required to participate in data collection, surveys, interviews, and related activities as part of the state and local evaluations. TEA conducts an annual statewide evaluation that includes extensive research on what factors lead to high-quality programing and improved program outcomes for students.

In alignment with the annual statewide evaluation, TEA will provide grantees with local evaluation reports that include:

- Outcomes on federal GPRA and statewide indicators.
- Quality risk scores as measured by ongoing program monitoring and observations.
- Compliance risk scores as measured by ongoing program monitoring and observations.
- Recommendations for improvement, targeted training and technical assistance.
- Other items as determined by TEA.

Grantees are required to respond to the findings of the local evaluation reports and create action plans for continuous improvement. Programs may choose to complete this process with program staff and other stakeholders, or with the assistance of a local evaluator. Programs choosing to work with a local evaluator may reference the Texas ACE Local Evaluation Guide and Toolkit and recorded webinars posted on My Texas ACE.

- **Program Monitoring and Risk Assessment**

TEA conducts ongoing monitoring of program quality and compliance with federal and state requirements. Grantees must participate in required data collection, desk audits, and on-site visits as requested by TEA.

- **Technical Assistance**

TEA contracts with a team of highly specialized education specialists that are experts in key program areas and are available to consult with the program on a variety of topics including grant-level strategic planning, program implementation, operations, and program quality improvement. Education specialists manage the Texas ACE Help Desk where grantees can request support on any program-related topic and response is provided within 24 hours or the next business day.

- **Training and Resources**

TEA offers a robust annual calendar of in-person and online training opportunities built on grantee needs. Offerings include, but are not limited to:

- Out of School Time Initiatives Conference (OSTI-CON), a low-cost annual statewide conference for grantees that includes in-depth pre-conference learning opportunities, engaging keynote speakers, a robust schedule of workshop sessions, networking opportunities, vendors, and fun interactive activities. The annual conference is also an opportunity for grantees to showcase best practices and program success by leading sessions or participating panel discussions.
- High-Quality Instructional Materials (HQIM) and High Impact Tutoring (HIT) training and support for selecting, implementing, and monitoring product use in alignment with school day accelerated learning efforts.
- **My Texas ACE website** - Texas ACE grantees have continuous access to a variety of federal and state resources including an extensive library of training resources including webinars, resources, research links, and sample templates.
- **Texas ACE Brand** - TEA requires use of this dynamic tool to communicate the nature and characteristics of the statewide program, create statewide awareness of services, and identify Texas ACE centers. 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 marketing materials are available to subrecipients, many in both English and Spanish. Grantees will also receive customizable electronic outreach materials and resources.
- **Texas ACE Resource Network (ARN)** - TEA facilitates sub-groups of grantees to participate in providing input on trends and best practices across the state in order to increase professional interaction of local program leadership and respond to local needs.

Program-Specific Assurances

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

The program-specific assurances for this grant program are listed in the Application Part 1.

Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant include only the following:

General Allowable Activities and Use of Funds

- Payroll costs
 - Salaries for the required ACE project director, site coordinators, family engagement specialist, and instructional staff to implement and deliver the grant program

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- Extra-duty pay for staff working beyond their normal contracted hours to provide activities/ services that supplement the regular school day for the grant program
- Hourly pay for high school students leading tutorials or other activities under the supervision of an adult staff member, if the student is not a Texas ACE participant at the center. Students working for the program may not be counted toward program attendance
- Professional and contracted services
- Consumable and durable supplies and materials
- Computer hardware and software required to implement the program
- Capital outlay
- Nutritional snacks for students and parents during the program
- Travel to required 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
- 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, dual credit programs for secondary students
- 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
- 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
- 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
- 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, including virtual activities.
- 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
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include:
 - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
 - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as 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.

All out-of-state travel must directly benefit an identified area of need or improvement for the program. Pre-approved conferences are limited to conferences sponsored by 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.

To avoid excessive out-of-state travel costs and to balance the benefits of national training opportunities with the needs of students directly served by the program, grantees may expend funds for a reasonable number of program staff to attend no more than two approved out-of-state conferences each year. Grantees shall prioritize attending the annual TEA-sponsored in-state conference, OSTI-CON, before budgeting for out-of-state travel.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

In-State Travel

In-state travel costs may be funded under this grant program. To support high quality programs and continuous program improvement, TEA expects grantees to fund and participate in meetings and professional development. Enough funds must be budgeted 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:

- Two annual in-person meetings, project director attendance required.
- TEA's Out of School Time Conference (OSTI-CON), the annual statewide conference. Registration is open to all program staff including frontline staff, site coordinators, program specialists, evaluators, and project directors. Attendance is highly encouraged.

Attendance at the annual Statewide Parental Involvement Conference for relevant staff members is also encouraged

Travel for Students to Conferences (Does Not Include Field Trips)

Costs for travel for students to conferences may be funded under the grant program (does not include field trips). Travel costs should be minimal and must follow the grantee's written travel policy.

Travel for students to conferences will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Field Trips

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

- **Educational Field Trips (EFTs)** consist of approved planned instructional activities that involve students in developmentally appropriate and safe learning experiences that are difficult to duplicate in a classroom situation. EFTs serving the federal 21st CCLC grant program that meet all federal regulations and state requirements stated in this and all sources that govern the program are considered by TEA to be approved activities. Grantees are responsible for maintaining documentation that supports the expenditure and alignment with the policy. Noncompliance with this policy may result in a monitoring finding and referral to TEA's Federal Fiscal Compliance Division.
- Activities must be pre-planned and specifically aligned with the appropriate Texas Essential Knowledge and Skills (TEKS) and lessons that are being taught in the regular school day program or in the 21st CCLC program in alignment with academic needs and requirements.

- The timeline of the study must align with the activities being studied and the activities must directly support the learning and mastering of the TEKS.
- EFTs must be both reasonable in cost and necessary to accomplish the objectives of the program.
- The safety of students and staff is of utmost importance and must be appropriately considered when planning and conducting field trip activities. All aspects of the experience, such as transportation mode, distance, and nutrition must be developmentally appropriate for the age and abilities of all youth participating.
- Planned activities at an approved adjunct site are not considered field trips.
- Nutritional snacks are allowed. Meal expenditures are not allowed, even when on a field trip. Pre-packed lunches from a school food program are allowed.
- 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

NOTE: See unallowable examples of field trips under *Unallowable Activities and Use of Funds*

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Stipends for Non-Employees Other Than Those Included in 6419

Stipends for non-employees other than those included in 6419 may be funded under the grant program. Stipends for non-employees will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Non-Employee Costs for Conferences

Non-employee costs for conferences may be funded under the grant program. Costs must be managed to minimize costs to the grant award.

Non-employee costs for conferences will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

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

- **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 passthrough 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

- **Unallowable types of field trips include those that:**

Program Guidelines

- 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
- 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
- Large or frequent field trip expenditures are neither reasonable nor necessary to deliver the program
- Large or frequent expenditures on EFTs – even those that meet all other criteria – are not allowed
- Traveling long distances with students is neither reasonable nor necessary for this program and is not allowed
- Out-of-state travel for students is not allowed. Overnight stays are not allowed. Long distances in lieu of overnight stays are also not allowed.
- Field trips that are incentives (attendance, participation, learning incentives) are not allowed
- Expenditures for entertainment experiences and sporting events are not allowed
- Travel costs for officials such as Executive Director, Superintendent, or Board Members
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Advisory council
- Stipends for students or family members to participate
- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
 - Capital Lease Liability — Principal Costs (6512)
 - Capital Lease Liability – Interest Costs (6522)
 - Interest on Debt Costs (6523)
- Expenditures for prekindergarten-only centers

- Use of the 21st CCLC grant expenditures as a match for any other federal, state, or local grant program
- Expenditures related to students not enrolled in, served by, or eligible for the program
- Payment or reimbursement to students for receiving tutoring or mentoring services
- Fundraising activities of any kind
- Generating program income of any kind
- Writing grants to obtain other grant funds
- Training on grant writing
- Gifts or anything that can be perceived as a gift
- Membership dues, including but not limited to fees for University Interscholastic League (UIL) competition, activity, or events
- 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
- Any activity not specified above in the Allowable Activities and Use of Funds section

Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

1. The applicant agrees to collect student and adult participant data and program-level data within the designated TEA terms (fall, spring, summer, annual) and enter all required data into TEA's Tx21st Data System. TEA uses this data along with data from the Public Education Information Management System (PEIMS) to:
 - a. Assess grantee progress toward full implementation
 - b. Assess grantee progress toward program goals
 - c. Monitor grantee compliance with program requirements
 - d. Produce required federal reports to the U.S. Department of Education
 - e. Create sets of data for state-level program evaluation
2. Project directors and site coordinators are responsible for establishing local processes that protect confidential student information and education records according to the Family Educational Rights and Privacy Act (FERPA). Project directors and site coordinators must also

review and approve data on a routine basis (at least monthly), to ensure data is both accurate and entered on time. Data collected through PEIMS and Tx21st allows TEA to compile and evaluate the required performance measures.

3. Weekly data entry of attendance information is required; daily data entry is highly recommended.
4. Measures may change or develop over the course of the project based on federal and state reporting requirements. Non-attainment of targets may result in funding reduction or non-renewal of the grant.
5. The state is required to report on the following mandatory federal Government Performance and Results Act (GPRA) measures. Data collection for the GPRA will be collected from the PEIMS system with the exception of GPRA #3 and #6, which must be entered in the Texas 21st CCLC Student Tracking system (TX21st).
 - a. 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.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. 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.
 - f. 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.
6. In addition to the federal GPRA, the state measures the following state indicators.
 - a. Improve School-day Academic Performance in Reading
 - i. Percentage of Texas ACE centers implementing TEA High-Quality Instructional Materials
 - ii. Percentage of Texas ACE centers will implement High-Impact Tutoring.
 - b. Improve School-day Academic Performance in Math
 - i. Percentage of Texas ACE centers implementing TEA High-Quality Instructional Materials
 - ii. Percentage of Texas ACE centers will implement High-Impact Tutoring.

- c. Improve School-day Attendance
 - i. Percentage of Texas ACE centers that meet or exceed targeted student attendance goals
- d. Improve School-day Engagement in Learning
 - i. Percentage of Texas ACE centers that demonstrate an improvement in school-day engagement in learning
- e. Increasing Family Engagement
 - i. Percentage of Texas ACE centers that meet or exceed targeted adult attendance goals

Federal Grant Requirements

Equitable Access and Participation

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

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

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

This requirement does apply to this federally funded grant program.

Maintenance of Effort

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

This requirement does apply to this federally funded grant program.

Attachments

There are two types of attachments that may be required to be submitted with your application:

Required Fiscal-Related Attachments

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

Required Program-Related Attachments

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

The applicant must submit with the application the following required program-related attachments directly to grantapplications@tea.texas.gov **AND** helpdesk@texasace21.org

1. Evaluation Plan (if funding an independent evaluator) – The evaluation plan must demonstrate how the local evaluation efforts will supplement and not duplicate the State and Local Evaluation information described under State Activities for Continuous Improvement.
2. Grant-Level Strategic Plan (Pre-Award)