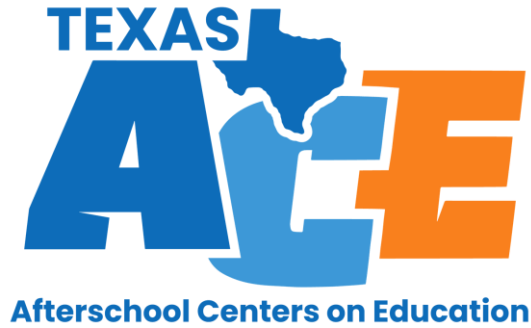




Nita M. Lowey 21st CCLC Cycle 13, Year 1

Pre-Release Informational Webinar

October 16, 2025



tea.texas.gov



21stCentury@tea.texas.gov

Agenda

**Questions in the Q &A
will be answered in an
FAQ posted with the
deck and recording.**

**The application will be
released this fall.**

- Welcome and Introduction
- What is the Nita M. Lowey 21st CCLC grant?
- What is Texas ACE?
- What's new in Cycle 13?
- Who is eligible?
- How do I apply?

Today's Presenters

**Division of Expanded
Learning Models**

Grant Administration



Brian Doran
Expanded Learning Models
Director



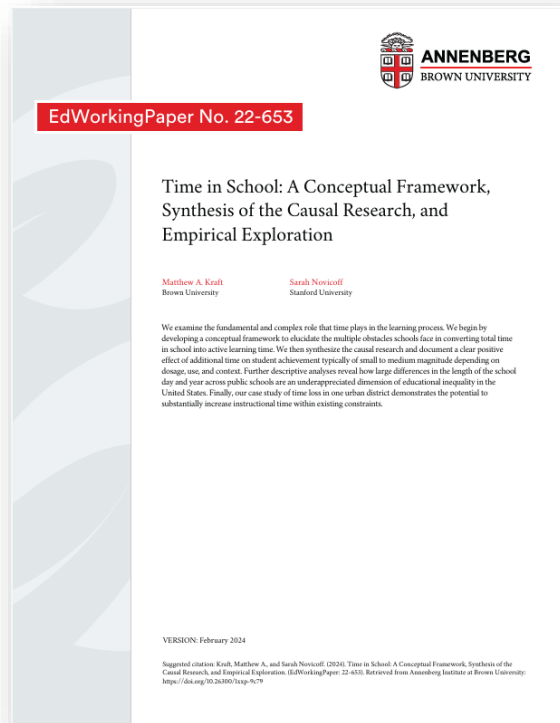
Sarah Daly
21st CCLC State
Coordinator
OST Manager



Charlotte Wehrman
Grant Manager
Competitive Grants Unit

Research Identifies Critical Components of Extended Time

A meta-analysis of extended year programming concluded that extended learning time is effective only when paired with improved instructional strategies and high-quality learning experiences.



"Evidence demonstrates that schools can leverage additional time to improve students' academic success. But when time is used ineffectively or in ways unaligned with academic goals, it will produce little benefits for students."

The Charge of Expanded Learning

The strategic use of time is a key driver to a student's learning journey.
It is our responsibility to provide the most high-quality and coherent experience possible to maximize staff efficacy and student impact.

Texas ACE programs implement high quality afterschool and summer programs



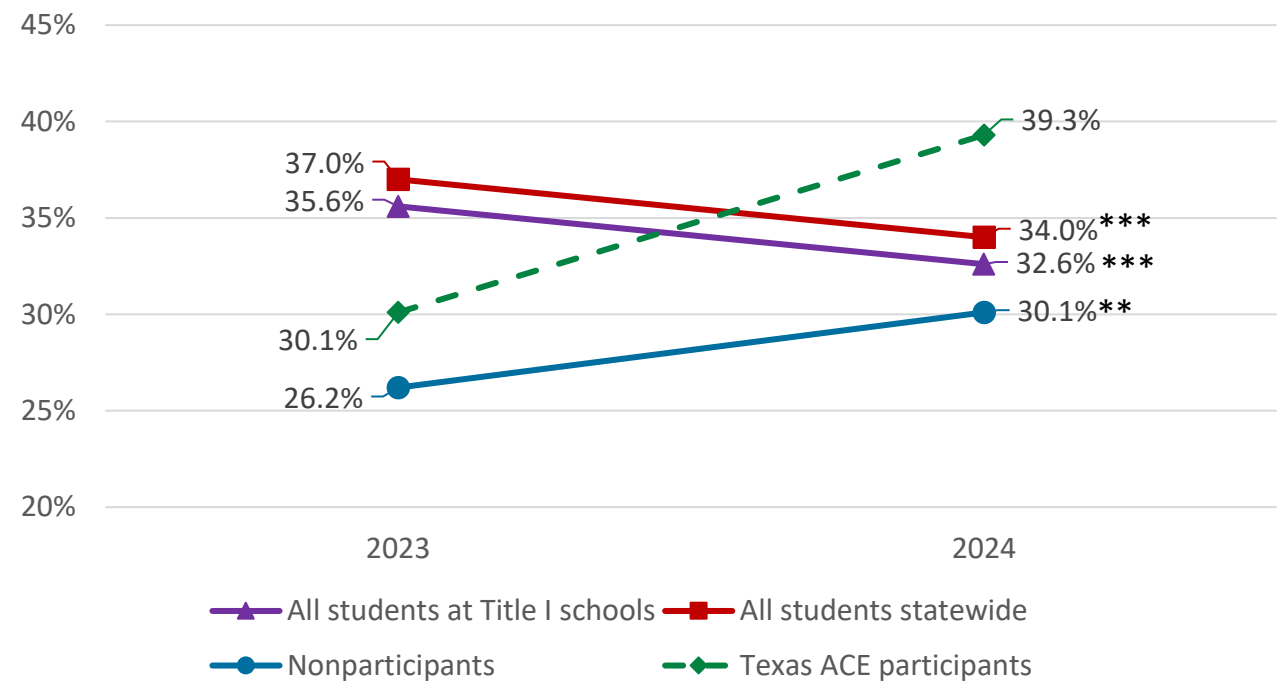
Why Texas ACE?



Texas ACE empowers students to realize their potential and change the world!

Every child, regardless of economic status, race, or gender, needs equitable access to academic and non-academic learning experiences outside of the school day in order to succeed in college, career, and life.

Cohort analysis: Percent of students who *Did Not Meet Grade Level in 2022* scoring Approaches Grade Level standard on STAAR-Mathematics (Cycle 12 standard)



From 2023 to 2024 **Texas ACE participants who met the Cycle 12 attendance standard** and who previously Did Not Meet Grade Level on STAAR-Mathematics in 2022, improved their passing STAAR rate in Mathematics unlike **all students** and **Title I students**. **Nonparticipants** improved at a lower rate. These differences were **statistically significant**.

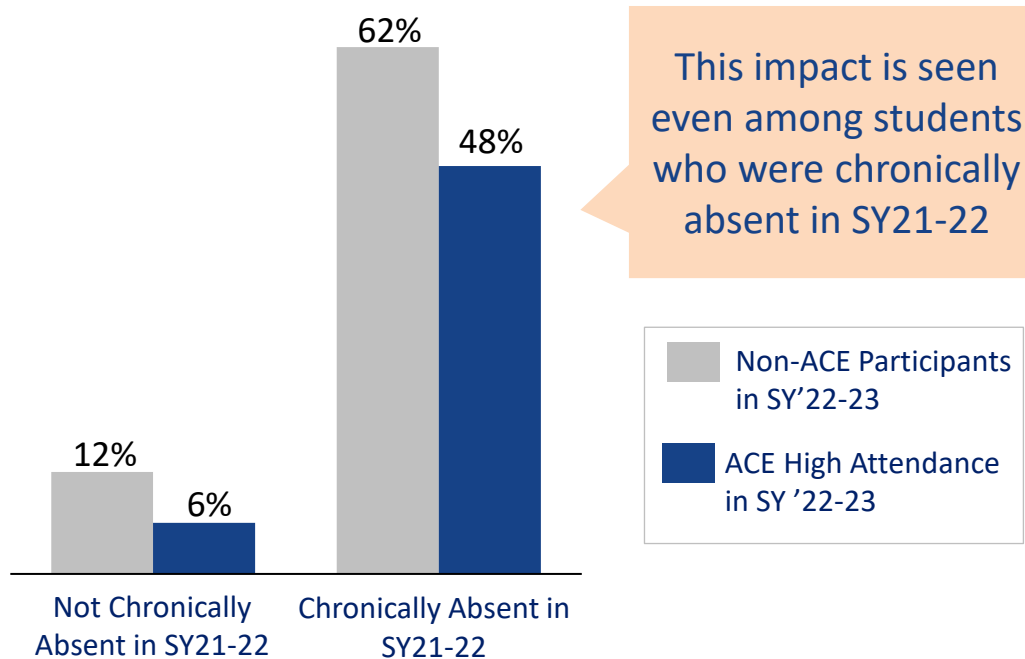
Source. Tx21st Student Tracking System and Public Education Information Management System, 2022-23 and 2023-24. State of Texas Assessments of Academic Readiness (STAAR), 2021-22 to 2023-24.

Note. Texas ACE participants are Cycle 11 students who met Cycle 12 attendance standards in 2022-23 and 2023-24. Nonparticipants are students who did not participate in 21st CCLC programing during either outcome year. All students in this table Did Not Meet Grade Level in the prior year STAAR-Mathematics test. This figure includes: 1,544 Texas ACE participants in 2023, 1,503 Texas ACE participants in 2024, 10,264 non-participants in 2023, 9,616 non-participants in 2024, 519,065 statewide students in 2023, 375,071 statewide students in 2024, 421,401 statewide students in Title I schools in 2023, and 314,296 statewide students in Title I schools in 2024. Statewide and Title I figures exclude Texas ACE participants. Asterisks indicate statistically significant differences from Texas ACE participants: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

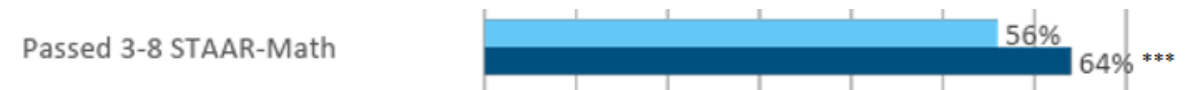


We empower our students through increased student attendance

Rates of Chronic Absenteeism in SY '22-23
% of Students



More time at school means more growth for students:

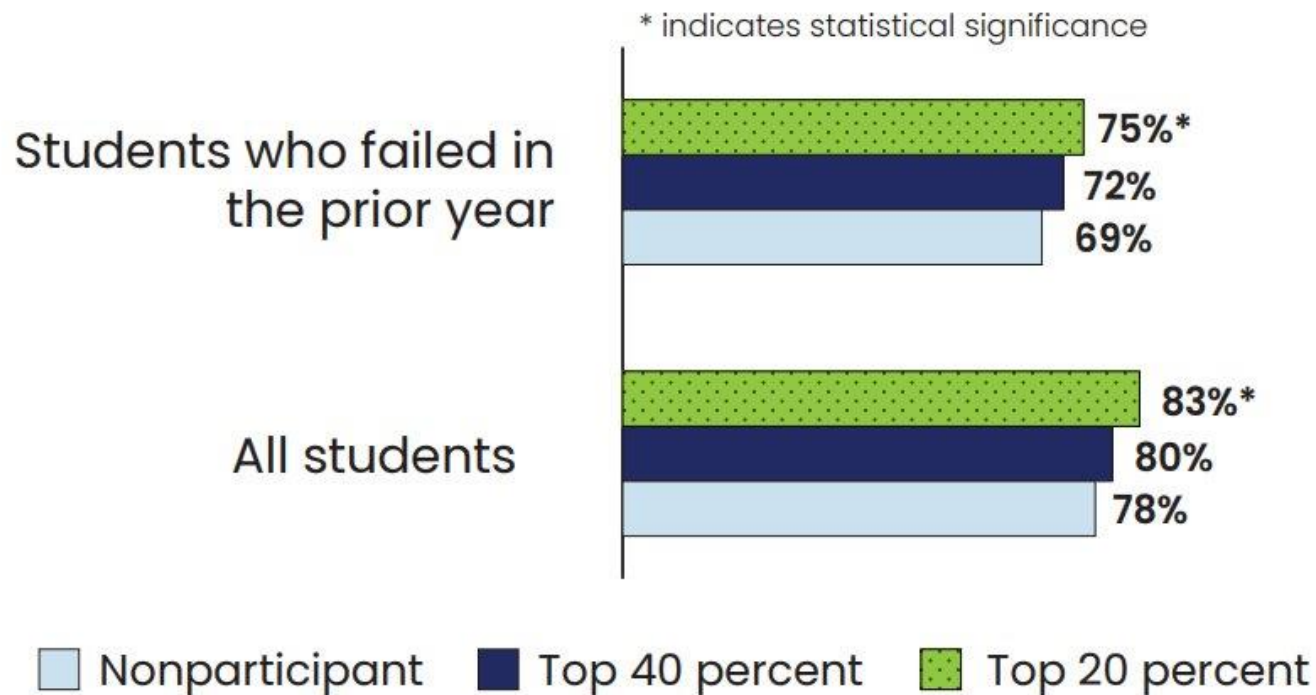


and it could mean more ADA funding for districts

$$\begin{array}{l} 3\% \text{ better attendance rate among participants than non-participants} \\ \times \\ 1,250 \text{ Texas ACE participants on average per grantee} \\ \times \\ \sim \$52 \text{ per student per day for } \sim 180 \text{ days} \\ = \\ \$350,000 \text{ in additional ADA funding per grantee per year} \end{array}$$

We empower our students through increased opportunities

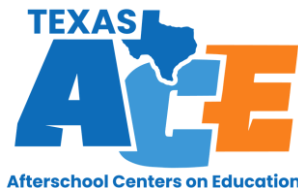
Percentage of Students Passing All Attempted CTE Courses



"A CTE degree can **increase earnings by approximately 14 percent** for shorter-term certificates **to 45 percent** for associate degrees"

<https://econofact.org/does-career-technical-education-pay>

Nita M. Lowey 21st Community Learning Centers (21st CCLC) ESEA, Title IV, Part B



Purpose

The federal [Nita M. Lowey 21st Century Community Learning Centers \(CCLC\) 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.

Funding

Current national appropriation
– \$1.3 billion (**\$130 million in Texas**) which is funding 2025–2026 programming.

The next year's allocation is unknown.

Funding for Cycle 13, Year 1 is dependent upon continued appropriation from the United States Congress.

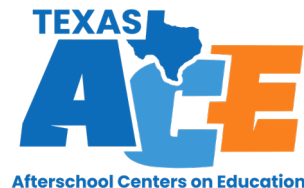
Funding Status

	Fiscal Year 2022*	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025
Total Appropriation	\$1,339,673,000	\$1,329,673,000	\$1,329,673,000	\$1,329,673,000
National Activities	\$13,396,730	\$13,296,730	\$13,296,730	\$6,648,365
Total to Outlying Areas & the Bureau of Indian Education	\$13,396,730	\$13,296,730	\$13,296,730	\$13,296,730
Total New Awards to States (52 Awards)	\$1,234,479,540	\$1,312,879,540	\$1,303,079,540	\$1,309,727,905

*The fiscal year 2022 figures include funds provided under the Consolidated Appropriations Act, 2022, and the Bipartisan Safer Communities Act.

Texas ACE

In Texas, 21st CCLC is called Texas Afterschool Centers on Education (Texas ACE)



Texas ACE Roadmap to High-Quality Out-of-School Time



5 to Drive: The Starting Line



Coaching to Quality: The Journey



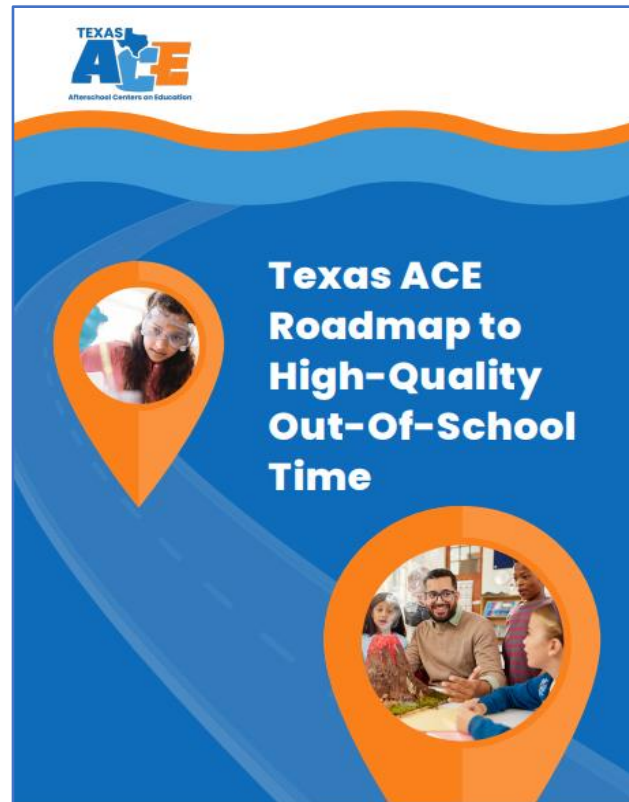
Program Evaluation: The Checkpoint



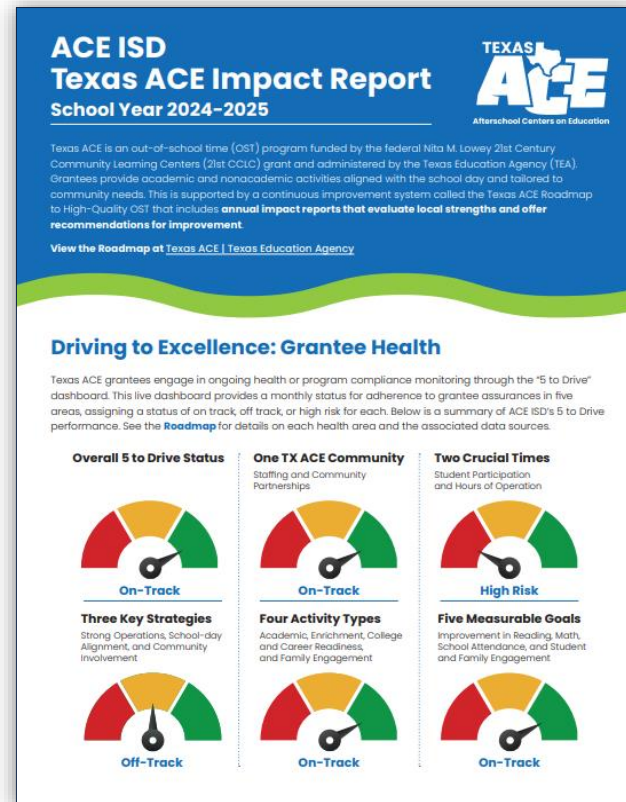
Texas ACE Why: The Destination



Texas ACE Roadmap to High-Quality Out-of-School Time



[Link to Texas ACE Roadmap](#)



[Link to Impact Report Template](#)

Texas ACE Health Monitoring Rubric

Overall Health Status Scale

Rating	One Texas ACE Community*	Two Crucial Times*	Three Key Strategies*	Four Activity Types*	Five Measurable Goals*
On Track At least 4 of the 5 to Drive sections are rated On Track.	• All Items On Track • 1 Item Off Track (None High Risk)	• All Items On Track • 3 Items Off Track (None High Risk) • 1 Item High Risk, 1 Off Track	• All Items On Track • 4 Items Off Track (None High Risk) • 2 Items High Risk (None Off Track) • 2 Off Track, 1 High Risk	• All Items On Track • Up to 2 Items Off Track (None High Risk) • 1 Item High Risk (None Off Track)	• All Items On Track • 2 Items Off Track (None High Risk) • 1 Item High Risk (None Off Track)
Off Track 2 of the 5 to Drive sections are rated Off Track, and/or 1 section is rated High Risk.	• 2 Items Off Track (None High Risk) • 1 Item High Risk, 1 Off Track	Any critical elements Off Track.	• 8 Items Off Track (None High Risk) • 6 Items Off Track and 1 High Risk • 4 High Risk Items (None Off Track)	• 2 Items High Risk (None Off Track) • 4 Items Off Track (None High Risk) • 2 Off Track, 1 High Risk	• 2 Items High Risk (None Off Track) • 4 Items Off Track (None High Risk) • 2 Off Track, 1 High Risk
High Risk 3 or more 5 to Drive sections are rated Off Track, and/or 2 or more sections are rated High Risk.	• 2 Items High Risk (None Off Track) • 4 Items Off Track (None High Risk) • 2 Off Track, 1 High Risk	Any critical element High Risk.	• 9 Off Track Items • 7 Off Track, 1 High Risk • 5 Off Track, 2 High Risk • 3 Off Track, 3 High Risk • 1 Off Track, 4 High Risk • 5 High Risk	• 5 Items Off Track • 3 Off Track, 1 High Risk • 1 Off Track, 2 High Risk • 3 High Risk	• 5 Items Off Track • 1 Off Track, 2 High Risk • 3 High Risk

*To determine 5 to Drive Categorical statuses, monitoring items were given a value of two points if On Track, one point if Off Track, and zero points if High Risk (monitoring items that are not assessed do not impact the value assessment). 5 to Drive Categories that scored 80% or higher are On Track, between 70% and 60% are Off Track, and below 60% are High Risk. See appendices for additional details on the methodology utilized to determine the 5 to Drive Categorical scores.

[Link to 5 to Drive Monitoring Rubric](#)



[Link to CTQ Observation Tool](#)

5 to Drive: The Starting Line



One Texas ACE Community



Two Crucial Times



Three Key Strategies



Four Activity Types



Five Measurable Goals

5 to Drive components comprise grantee *compliance* as measured by *Health Status*.



One Texas ACE Community: Program Staff



Two Crucial Times – Operations Requirement

Cycle 12	K-12 Grade Students	Adult Family Members
Afterschool	155 days From school dismissal until at least 6 pm (and for at least 2 hours) 5 days/week	At least monthly
Summer	25 days 6 hours/day 4 days/week	At least monthly

These are the minimum program schedule or operations requirements. Programs may also operate in the morning, on weekends, during school breaks, or for additional hours after school or in the summer.

Two Crucial Times – Targeted Attendance Requirement

Cycle 12	K-5 Grade Students	6-12 Grade Students	High Impact Tutoring (HIT) K-12	Adult Family Members
Afterschool	60 days 120 mins/ day	60 days 90 mins/ day	30 days 3 days/week 30 mins/day	At least monthly
Summer	15 days 240 mins/ day	15 days 240 mins/ day		At least monthly

Mornings are also counted toward the daily minute requirement.

Three Key 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.

Four Activity Types

**Targeted
Academic
Support**

**Student
Interest-
Based
Enrichment**

**College and
Career
Readiness**

**Family
Engagement**

High Impact Tutoring and Student Outcomes

Early data indicates that school closures and disruptions in SY19-20 and SY20-21 are likely to result in unfinished learning for many students statewide, making multi-year recovery and acceleration supports even more crucial. As LEAs consider how to best facilitate learning acceleration, many are considering high impact tutoring (HIT), as there is strong evidence that high impact tutoring is one of the most effective ways to increase learning gains for students.

High-impact tutoring programs have a few key characteristics:



Well-trained, consistent tutor (can be a teacher, paraprofessional, or teacher candidate) who builds a strong relationship with students



Embedded in, or immediately before or after, the school day to maximize student access



High-quality instructional material aligned to standards and core classwork



At least three sessions per week for sustained support; Minimum of 30 minutes



One-to-one or small group for individualized support (1-3 student max. ratio recommended)



Data-driven with tutors building sessions around student strengths and needs

Texas students have experienced academic growth post-Covid but learning acceleration is still critically needed, particularly in Math. On the 2022 STAAR, only 52% of students met grade level expectations in Reading Language Arts while only 40% of students met grade level in math.¹

Evidence suggests that high impact tutoring can have a significant impact on outcomes for students:

A 2020 meta-analysis of 96 studies of high-quality tutoring programs found that students made **5 months of additional progress** on average, a large pooled 0.37 effect size.¹

The average effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and equivalent to **moving a student at the 35th percentile of the achievement distribution to the 50th**.²

"Teachers reported students' enthusiasm, and progress. They saw many positives to the program which they believed led to student success including the small teacher to student ratio, consistently teaching the same small group of students, consistent tutoring days and times and utilizing the program with fidelity.

Over 90% of students in the High Impact Tutoring reading program increased reading fluency from March 2022 to mid-May 2022. During that same time period, a majority of students gained ½ year reading level in less than 3 months as measured by our district reading assessment and most students improved substantially in basic reading TEKS as measured by our universal screener."

— Administrator, Greenville ISD

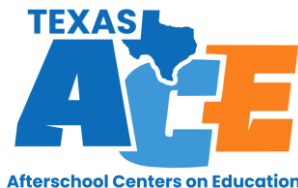
[Source: Accelerated Instruction | Texas Education Agency](#)

Five Measurable Goals

1	Improved school day academic performance in reading
2	Improved school day academic performance in math
3	Improved school day attendance
4	Improved school day engagement in learning
5	Improved family engagement

[Source: Accelerated Instruction | Texas Education Agency](#)

Who is Eligible?



Who's Eligible?

Eligible Entities

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

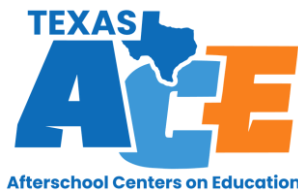
Eligible Campuses

Campuses that are participating in schoolwide programs under ESSA, Title I, Part A, Section 1114, with an economically disadvantaged rate of at least 40% during the 2024–2025 school year.

- *Ineligible campuses are:*
- Campuses newly opened in the school year 2025–2026
- Campuses that are active centers or center feeders for the Texas ACE – 21st CCLC, Cycle 12 grant.
- Campuses that are pre-kindergarten only centers.

Campus Eligibility Lists will be provided when the application opens.

Cycle 13



Cycle 13 – What's New?

Increased focus high-quality partnerships and program sustainability.

NEW Requirement – A signed letter of support from school system leadership, partners leadership and campus principals.

A Goal of Sustainability

At the end of the grant cycle, the goal is for all grantees to be able to continue sustaining programming. This requires a very deliberate approach to sustainability planning.

Afterschool and Sustaining Funding Opportunities After Cycle 13	
Hour 1	Local funding
Hour 2	Title I
Hour 3	Partnerships
	Variable Fee Structures
	21st CCLC
	PREP Allotment

Summer Sustaining Funding Opportunities After Cycle 13	
Hour 1	Additional Days School Year
Hour 2	
Hour 3	
Hour 4	
Hour 5	PREP Allotment
Hour 6	Title I

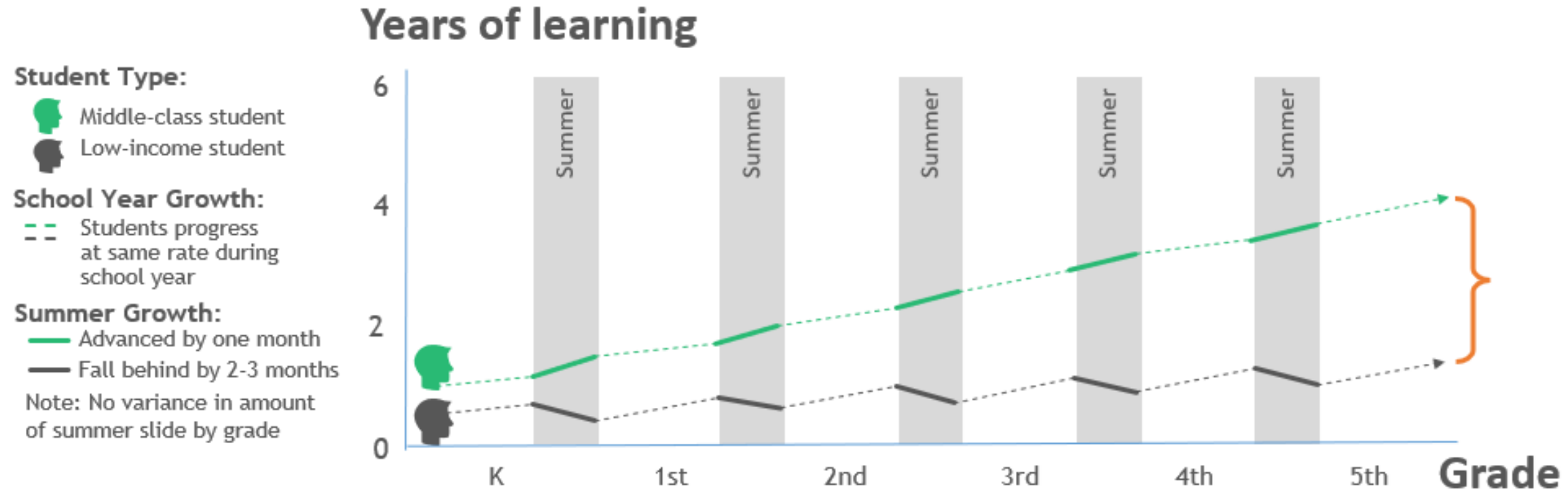
These tables are for illustrative purposes – sustaining funding sources will vary by grantee.

Cycle 13 – What's New?

Increased focus on intentionally designed, high-quality summer programs.

NEW – Applicants can choose to apply for **afterschool and summer** or **afterschool only**.

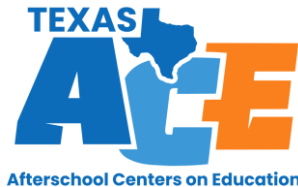
The Importance of Summer Learning



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

Summer slide can cause gaps of up to 3 grade levels for low-income students by 5th grade.

eGrants



What I'll be going over

Process for gaining access to TEAL and eGrants

Step 0: Who are you?

- Who will be applying to the 21st Century grant?
- Do you have a prior relationship with TEA or are you completely new to us as an organization?
- Examples of a prior relationship are being awarded a grant or contract with TEA.

- 1. Identity Verification.** This step is only for applicants new to TEA. All other applicants start at step 2 or 3.
 - Applicants must verify their identity with the Texas Education Agency before proceeding with account setup.
- 2. Account Setup**
 - Setting up a TEAL account is a required step before accessing eGrants and managing applications.
- 3. Access Request and Timing**
 - Request access to eGrants system early, at least two weeks before deadlines, to avoid delays.



Submitting Identity Information

Provide Entity Details (Only for those new to TEA)

Send an email to competitivegrants@tea.texas.gov with all the following information and subject: TEAL Access Request:

- A. Entity name
- B. Entity full address – Street, city, state, zip code
- C. Entity phone number
- D. Entity email address
- E. *Entity Contact - Name, title, email and phone
- F. *Entity 2nd contact– Name, title, email and phone
- G. Vendor ID (Federal ID Number)r ID (Number)

*Include Approval/Contact Persons

Include primary and secondary approval/contacts with their names, titles, emails, and phone numbers in the submission email. These individuals will approve access for all others at the entity.

The process cannot move forward until all the above information is provided

Verification and Next Steps

TEA verifies the provided information before sending instructions to set up the TEAL account to the contacts noted above.

Account Setup Process

Once you receive notification that your TEAL account has been established: Users must visit the official TEAL website (<https://tealprod.tea.state.tx.us/>) and select 'Request New User Account' to begin setup.

Completing Online Form

Applicants need to fill out the form accurately and save their information to proceed.

Establishing Credentials

Creating a user ID and password is essential for secure future logins to TEA systems.

Access and Permissions

The TEAL account enables management of roles, permissions, and access to TEA applications like eGrants.



TEA Login (TEAL)

NOTICE: TEA Web Applications will not be available each Sunday morning from 5:00am to 2:00pm due to routine maintenance. Please do not access your applications during this time period. **You could lose data.**

Don't have an account? [Request New User Account](#)

Username:

Password: [Show Password](#)

[Forgot your password?](#)
[Forgot your username?](#)

[TEA Login Application Help](#) | [Help for Educator Account Setup](#)
[Help with Password Reset](#)

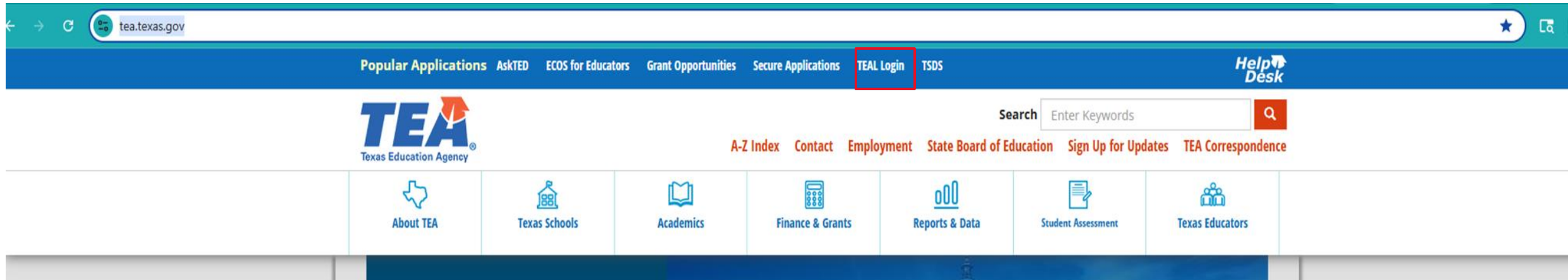
WARNING: Unauthorized use of this system or its data is prohibited; usage may be subject to testing and monitoring; misuse is subject to criminal prosecution; and users have no expectation of privacy except as otherwise provided by applicable privacy laws.

[TEA Home Page](#) | [Web Policy and Accessibility](#)
For help with account access, please enter a request at the online [TEA Help Desk](#).
© 2025 The Texas Education Agency, 1701 North Congress Ave, Austin, TX 78701-1494

Wait...How do I find the TEAL log in?

Go to TEA Website <https://tea.texas.gov/>

Click on TEAL Login in top blue bar



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eGrants Access

Entity logs on to TEAL to request eGrant access

Please ensure you have sufficient eGrants roles for your organization. This applies to all entities.

Entity requests will be sent to the primary approver for approval.

Access Request Process

All access requests must be approved by the entity's primary or secondary TEAL approvers. eGrants access requests submitted via TEAL are processed and approved by TEA staff.



Grant Application Authorization

Once approved, entity contacts will receive an email noting approval and setup process is complete.

Entities are authorized to actively prepare and submit grant applications through eGrants.



eGrants Roles and Privileges

	Contacts	Compliance Reports	Grants	Special Collections	Document Library
Grantee Official	View, Create, Edit, and Save	View, Create, Edit, Save, and Submit	Delete Draft, View, Create, Edit, Save, and Submit	View, Create, Edit, Save, and Submit	Search and View Only
Grantee Manager	View, Create, Edit, and Save	View, Create, Edit, Save, and Submit	View, Create, Edit, Save, and Submit Negotiated Applications	View, Create, Edit, Save, and Submit	Search and View Only
Grantee Staff	View, Create, Edit, and Save	View, Create, Edit, and Save	View Only	View, Create, Edit, and Save	Search and View Only
Grantee Writer / Editor	View, Create, Edit, and Save	View, Create, Edit, and Save	View, Create, Edit, and Save	View Only	Search and View Only
Grantee Viewer	View Only	View Only	View Only	View Only	Search and View Only

eGrants Roles and Privileges

	Contacts	Compliance Reports	Grants	Special Collections	Document Library
Grantee Official	View, Create, Edit, and Save	View, Create, Edit, Save, and Submit	Delete Draft, View, Create, Edit, Save, and Submit	View, Create, Edit, Save, and Submit	Search and View Only
Grantee Manager	View, Create, Edit, and Save	View, Create, Edit, Save, and Submit	View, Create, Edit, Save, and Submit Negotiated Applications	View, Create, Edit, Save, and Submit	Search and View Only
Grantee Staff	View, Create, Edit, and Save	View, Create, Edit, and Save	View Only	View, Create, Edit, and Save	Search and View Only
Grantee Writer / Editor	View, Create, Edit, and Save	View, Create, Edit, and Save	View, Create, Edit, and Save	View Only	Search and View Only
Grantee Viewer	View Only	View Only	View Only	View Only	Search and View Only

Very Important!

- This entire process must be completed before an entity can begin drafting a grant application
- Requesting TEAL and eGrants access must be made a minimum of 2 weeks prior to the application due date
- However, we highly recommend that entities who think they might want to apply to Cycle 13 (especially if they don't have a prior relationship with TEA) begin this process of requesting TEAL and eGrants access now

Start working on it now!



Additional Resources

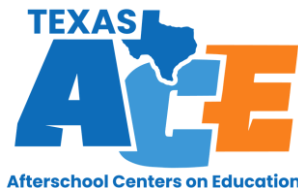
Applying for a Grant- Information on eGrants and applying to grants through TEA in general

Guidelines, Provisions, and Assurances- TEA General and Fiscal Guidelines which has more information on applying through eGrants

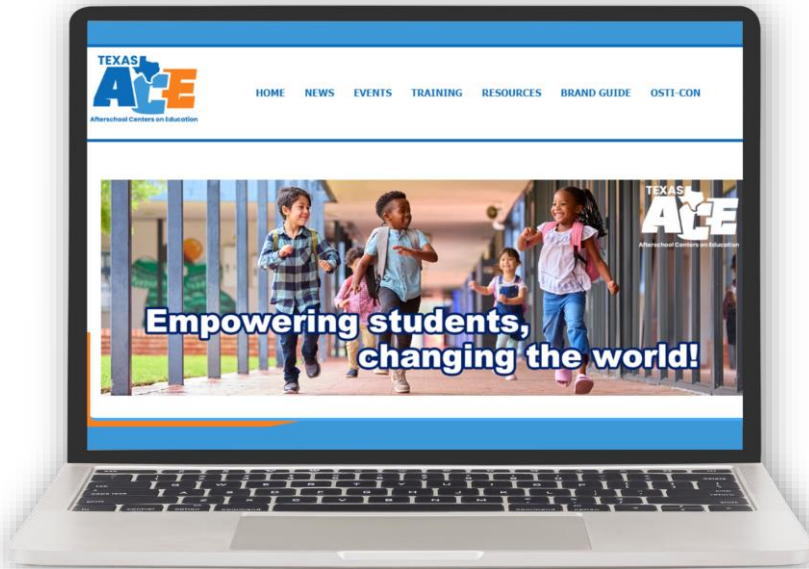
TEA Help Desk

Competitive Grants Unit: competitivegrants@tea.texas.gov

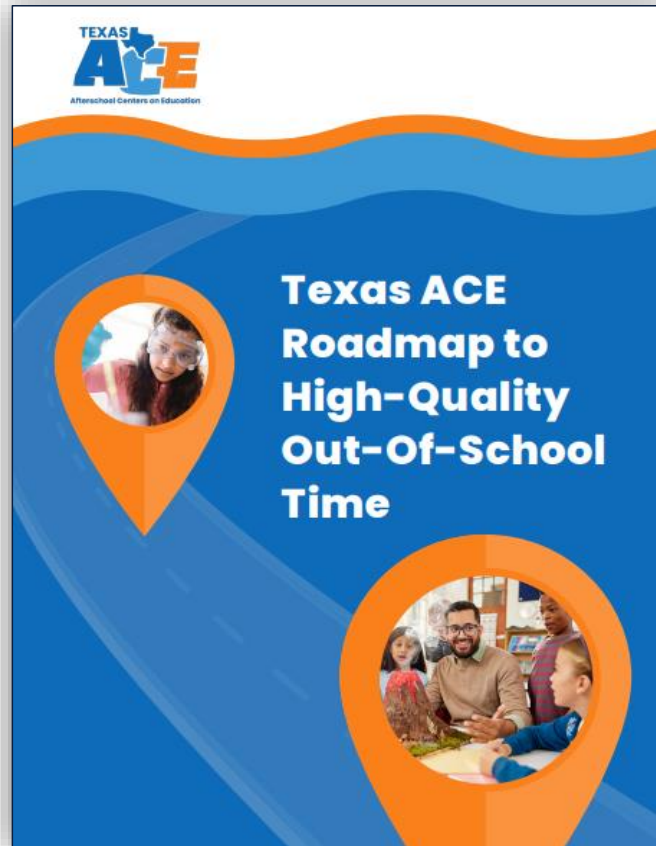
Closing and Wrap Up



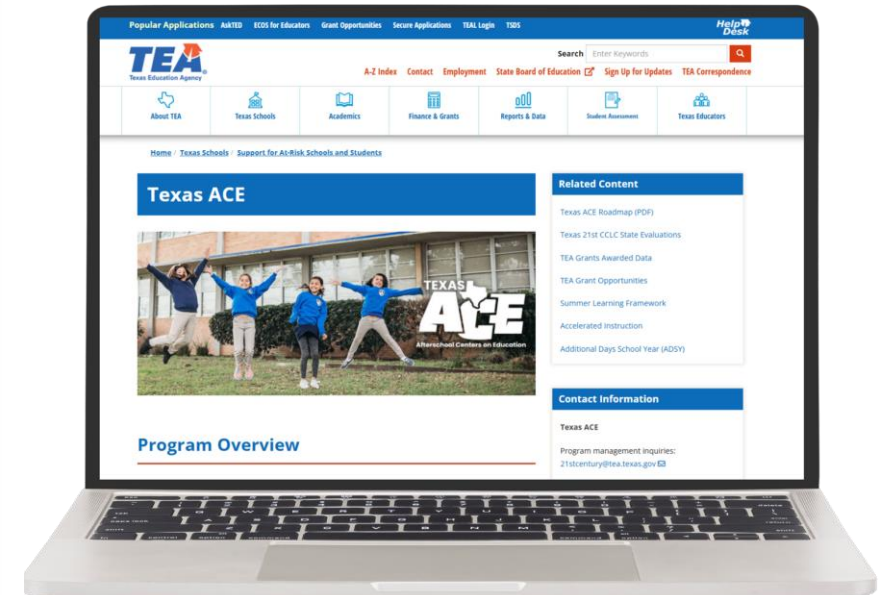
Texas ACE Essential Resources



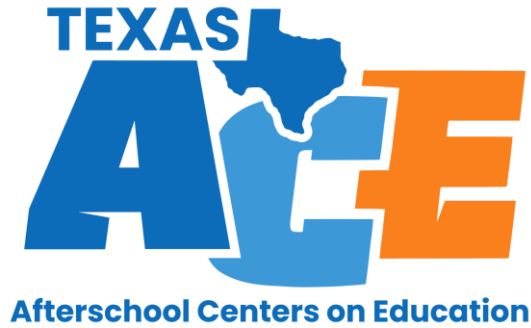
[Link to MyTexasACE.org](https://mytexasace.org)



[Link to Revised Texas ACE Roadmap](#)



[Link to Texas ACE on TEA webpage](#)



Thank you!

Recording, deck, and question responses will be posted
on [Texas ACE | Texas Education Agency](#)

Questions? 21stCentury@tea.texas.gov



tea.texas.gov



21stCentury@tea.texas.gov