



**2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 12, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

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|---|------------------------------------|
| NOGA ID <input type="text"/> | 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 to **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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):

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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 NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

The project planning team (superintendent/CEO, assistant superintendent, curriculum specialist, and representatives from businesses/compliances, student services, special programs, and operations) met during November and December to determine programming and related funding needs based on district/campus improvement plan, school and community economics and different demographics, student achievement gaps, campus needs and assets, current parent involvement and informal input from school leaders, teachers, parents, and students. Advantage academy reviewed and analyzed recent Power of Why parent and teacher surveys, PEIMS data, parental involvement surveys, and classroom observation walk-throughs as well as employee service regarding each locations needs, preferred project partners, the estimated number or percent of students would likely participate, recommendations for the planning team, and examples of how the 21st CCLC program would allow the district to achieve it stated goals. The teams and prioritize student need for this 21st-century program budgeting and staffing purpose, keeping in mind the alignment with school the curriculum and district/campus improvement goals and objectives. Data from the service will continue to inform program planning. Advantage academy student population is, in aggregate, 80.4% low income 87.4% at risk, and 25.5% ELL- all higher populations in the state average in each category. As the majority of advantage Academy students are low income, they are almost all definitely "Most in need" of additional ongoing academic supports. Therefore, recruitment into the afterschool and summer program will target almost every student in some fashion. However, Advantage Academy's goal is for 30% or 360 of its students to participate regularly in the program. This program will incorporate academics, physical health and wellness, as well as community service and personal enrichment offerings for students and parents. Low income students, students of color, and those whose first language is not English have fewer financial, social, and academic resources for school persistence and success outside of the support provided by the public K-12 schools. Further, they are also traditionally underrepresented in post-secondary education. Advantage Academy's district/campus improvement plan clearly spells out the districts ongoing challenges, which have worsened since the time of COVID-19. The three site coordinators will be responsible for recruiting and enrolling the targeted number of participating students at their site and ensuring a variety of engaging programming to maintain their regular participation throughout the program here. The project Director will ensure all SC's know and understand the overall program objectives and will support them in making a programming plan to achieve the objectives at their campus. Weekly project management team meetings will feature data collection and analysis to track progress toward achieving all objectives and program goals. Advantage academy will schedule family engagement activities such as science night, record card pick-ups, FAFSA, college application training based on feedback about optimal times/days, including weekends, to accommodate the needs of working families.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

The mission of Advantage Academy is to prepare each student for the global society by meeting their unique needs – body, mind, and spirit, through: a safe, healthy, nurturing and faith friendly environment; active and personalized learning; family and community engagement; character, servant leadership and personal responsibility. Therefore, the design of 21st-century advantage, mind, body, spirit will use funding from the research base 21st-century community learning centers program and the training, technical assistance, and program related resources of Texas Ace to establish and expand academic and enrichment activities be on the school day for advantage academy students grades K through 12.

The proposed program is designed around these three core components in the related activities – mind: TEKS aligned academic instruction, remediation, acceleration, tutoring, and study skills to support improved academic growth, achievement, and college preparation. - Body: health and wellness programs and fun, physical activity for students and adults - Spirit: building student’ s character, sense of personal responsibility, and capacity for servant leader ship through community service and self-reflection.

The SMART goals will be measured as follows

- A. Growth in state assessment: at least 80% of participating students in each student group (African-American, Hispanic, white, economically disadvantage) will meet the state standard on star/EOC for their grade
- B. Improved Grades: 1) at least 75% of participating students show improvement in grades from 1st to fourth quarter of the school year; 2) at least 95% of participating students will pass math and English with a B or higher.
- C. Increased school day attendance: 1) at least 70% of participating student show improved school day attendance over the previous year; 2) By June 2023, 95% of students participating in the program for a minimum of 45 days for 120 minutes per day will maintain a school day attendance rate of 95% or more. 3) District average daily attendance increases to 96% or higher.
- D. Improved at school day behavior: one) there is a measurable decrease in the number of disciplinary referrals among participating students as compared with the baseline data from previous school years the number of disciplinary referrals among participating students decreases from the 1st to fourth quarter of the school year. Advantage will use the quality assurance process (Q 8P) to collect data and review quality assurance monitors feedback on quality criteria such as “school day staff and a staff regularly coordinate to align the program with school day instruction “(campus and program engagement); “ The center analyzes data to identify trends in daily attendance quote (student recruitment and attendance); “the center routinely provides oversight and constructive feedback on lesson planning, instructional delivery, and academic support services quote (intentional activities); and “family engagement activities target identified family needs and preferences and support the academic needs of students “(Family engagement) to determine where “21st-century advantage: mind, body, spirit quote is on the stages of practice rubric (compliant – - > Implementing – - processing – - optimizing.)

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

The project management team and the program staff will collect and analyze a wide variety of program student in school level data both quantitative (demographic, enrollment, attendance, test scores, behavior incidence, etc.) and qualitative (participant session of valuations, feedback from parents and student service, observation of program stash, meeting notes, etc.) in nature. The team will collect aggregate and analyze the data to monitor program success and will create thoughtful interventions and or redirect program resources and services as need indicates. The project Director will communicate with the family engagement specialist in site coordinators daily; and will visit each program site at least once weekly allowing time for on the spot questions and feedback from program staff, students, parents/caregivers, and partners to determine program trends and issues. The project Director and the project management team in the execution of the event evaluation plan, review all data gathered in consult with project staff and the chief academic officer to determine progress toward quantitative benchmark goals and to ascertain the qualitative impact of the project on participants.

The project Director will complete all formative and summative project evaluation 's and will submit all reports for the program to the superintendent, project stakeholders, and TEA. Working from the formative evaluation report findings, the project management team will be able to address projected weaknesses, problems or concerns in a timely manner as the implementation proceeds. In the unlikely event that the benchmarks or summative smart goals do not show progress, the family engagement specialist and the site coordinators and teachers will identify students most in need of assistance, in the site coordinators will work with them, their parents/caregivers, and program staff to develop individual plans that swiftly addressed areas of concern with additional strategies.

7. 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 applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, 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.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

This proposed program, known internally as 21st-century Advantage: Mind, Body, Spirit will positively impact this set of measures at the grant and center levels by extending Advantage Academies academic initiatives beyond the school day. The proposed program is designed around these three core components in their related activities:

- Targeted academic support: We are a CRIMS pilot district. We have been working with Ampify, Zearn, and Eurika math platforms this year. We are currently using some of these platforms in our current after school program in conjunction with TCLAS D11 HQAS. Our teachers are trained on these platforms as well. We are currently focusing on our math district wide in after school. We are using Zearn (and will continue to use in for targeted academic support. We are working toward having HIT in our current D11 after school program for 100 of our students using Zearn. We will also work toward ; intensive, small group (teacher lead) in 1:1 tutoring and remediation (FEV tutoring) in the core content areas; daily study skills instruction and homework help.

Student interest-based enrichment - STEM offerings, including robotics using TI calculators; a museum tour study of the constitution; dual credit courses for high school students in the opportunity to take industry-based certification exams (EX: Microsoft office specialist); leadership and public speaking skills; character education; a flag club And camp, which teaches students the proper way to fly, lower, and gather (F. L. A. G.) The US in state flags. Theater, Music, Stomp Wars, their mission is to inspire youth in young adults to stop down the negative barriers that plague our communities and build new positive futures to education in the art of stepping.

Family engagement- Parent engagement is extremely low as low as 5% among low income families, which is 77.9% of our population COVID has made it even more difficult for staff to make personal connections with families. A family engagement specialist will add a tremendous value to our team this team member will be accountable for achieving family engagement objectives that align with student achievement attendance and behavior objectives ensuring not only whole child but whole family care and attention. Some events will be, but not limited to, activities such as science night, report card pick-ups, parent university events, social mixers, FAFSA, college application training based on feedback about optimal times/days, including weekends, to accommodate the needs of working families.

Advantage academy will employ a full-time project Director, a full-time family engagement specialist, and three site coordinators. (Note advantage is approved by TA to be one campus with four sites, but two are in close proximity, necessitating only three psych coordinators total for this program) this team will communicate daily and meet weekly to ensure delivery of a coordinated program that is aligned with and supportive of the regular school curriculum to collect, analyze, and monitor data to assess progress towards goals/objectives; and to intervening as appropriate. To ensure students most in need or successful, the project team will facilitate adaptation of "21st-century advantage: mind, body, spirit " standards aligned academic instruction and enrichment programming to meet individual students meets (including address students and those served by ELL and special education programs) in the following ways: adhering to students existing individual education plans(IEPS); using computer-based adaptive learning programs; varying instructional settings to maximize student engagement; varying types of activities by day and session. Parents will have the same opportunities for input and feedback regarding their child' s participation in progress in the afterschool program that they do in the regular school day program.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use 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.

Best practices – programming: all program centers will provide tutoring services in the course subjects of reading math science and social studies and will feature scientifically research based best practices such as differentiating instruction hands-on curriculum project-based learning small group session instruction and other strategies Advantage Academy’ s focused on TEAKS aligned instruction extends to all district staff who also teach in the 21st CCLC program ensuring best practices are used in educational and related activities that will complement and enhance academic performance achievement positive youth development of participating students and post-secondary and workforce preparation. Advantage Academy has also chosen its project partners based on their abilities to implement best practices in developing students mind body and spirit in ways that complement in enhance academic performance, achievement, post-secondary and workforce preparation and positive youth development. To encourage full participation the full-time family engagement specialist will help advantage Academy improve communication with parents/caregivers and will implement a strategic approach to home visits “ 21st-century advantage: mind, body, spirit “will feature several components of high functioning 21st-century programs including: strong leader ship, establish career goals, program structures and Content align to meet stated goals, standards aligned curricular, and staff that can relate well to students and build rapport well maintaining high expectations and high quality professional development for program staff.

3. 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.

Student transition and transportation/pick up: Advantage is approved by TEA as a single campus with four sites, however since two sites are within half a mile of each other, students from one of these sites will be safely transported to the nearby site, and Advantage will operate the afterschool program on three sites total. Other activities such as local college/university tours will take place on those sites programs students will have the same transportation options as during the school day. There is no bus service home at the end of each school day, students will leave their regular classrooms and go directly to the cafeteria (or their appointed area) to check in for the 21st CCLC program participation where they will be given a healthy snack and will proceed with their teacher to the location of their first program session. Students will transition in an orderly manner, supervised by program staff (teachers and contractors/partners) to subsequent sessions and teachers will take attendance as appropriate. At the end of each afterschool program day students will leave their assigned activity and go directly to the appointed area to check out, students not approved to bike or walk home will be picked up by an authorized adult who maintains the proper documentation, a driver’ s license or other official photo ID. All areas of the school will be monitored as during the regular school day. All students will check in and out daily via pre-printed rosters to expedite attendance taking. Student supervision: site coordinators will monitor the check and/check out, student walker, parent drop off/pick up and other transportation procedures at each campus during program hours to ensure all students arrive and leave campus in a safe, orderly, in the supervised mean with the support of an experienced supervisory team. Site coordinators will remain on their respective campuses until the last student has been safely transport it or picked up by an authorized parent or guardian.

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8. Statutory/Program Requirements (Cont.)

4. 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. Describe the applicant's plan to inform the community about the center and participating in the program.

The "21st-century advantage: mind, body, spirit" project Director will work with the district staff to ensure recruitment information, as well as information to share the programs success, is disseminated in a timely, understandable, and accessible manner via flyers and weekly newsletters (sent electronically and on paper), the district website, school announcements, emails and text to parents/caregivers who have opted in to these services to the campus communication and notification systems (phone/email system and remind), and via post and video message on the advantage academies Facebook and Instagram pages. Information of the activities offered at each center will also be posted at open house and report card and lights, which provide an opportunity for parents to be with teachers, including staff of the afterschool program. These events will align with program hours and provide additional family engagement opportunities.

In all communications with parents and families, materials and Content will probably be provided in English and Spanish. Translators or translation services will be provided as appropriate and necessary for speakers of other languages and at all family engagement events.

Advantage academies senior leadership team will also share the success of the program with a board of directors at their regularly scheduled meetings.

5. 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)

Advantage academies 21st CLC project leaders, with support from school staff, will identify interested volunteers from several locations and sources around the participating school start in communities. Current in the future partners (Salvation Army, Rotary international, mentors care, Junior players, etc.) will also be invaluable in providing program support and mentoring and students can reciprocate with community service club activities in various locations.

Source of volunteers include parents students adult family members college students and advantage Academy alumni.

In collaboration with the project Director advantage academies human resource staff was screen interested individuals who wish to serve as volunteers for the program. This is a standard district policy, and it is in the best interest and safety of the students. All volunteers who will work directly with students will be required to submit a background check (in accordance with the district policy) to ensure they are not a threat to students.

Once screen and approved all volunteers will receive the appropriate training as determined by the Advantage Academy human resource department. Further guidance in preparation for volunteers working specifically with children in the Advantage Academy 21st CCLC program will be designed and presented by the project Director in site coordinators in abated annually as needed.

Advantage academy assures TA that volunteers who have access to student data will do so in compliance with Ferpa The family education rights and privacy act. In addition the person must demonstrate subject matter or program area competency experience and expertise in working with people with a student or adult.

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8. Statutory/Program Requirements (Cont.)

6. 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 and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

Advantage works with City Square in offering our students enrolled in our after school program a free meal. Advantage also participates in CRISMI which helps Texas educators to use high-quality instructional material through adoption professional learning and technology supports for pre-kindergarten to 12th grade as well as supports teacher development, revising schedules, better serving special populations, improving student and parent engagement strategies and other related topics. Many Advantages teachers have also participated in the University of Texas at Austin 's blended learning professional development program where they receive 30 hours of blended learning education credits - advantage will use lessons learned from both of these programs to implement enhance and improve both in person and online academic and family engagement offerings in the 21st-century Advantage: Mind, Body, Spirit program the goal of program integration is to help achieve our 21st CCLC smart goal and benchmarks. The teacher incentive allotment which rewards highly effective teachers at hard to staff schools with financial incentives - Advantage will adapt materials for use in in the program as appropriate and will recruit high-quality teachers some compensated through TIA to offer enrichment programming after school.

7. 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.

Dr. Angela McDonald, advantage academies long serving superintendent, oversees all district group syncing activities, and works with the finance, academics, school operations, and human resources department to coordinate the efficient use of local, per pupil funding, grants from the state, and federal title funds in the operation of granted programs. These efforts to identify additional funding sources and to maximize state and local allotment will continue over the next five years so that this 21st CCLC program can be sustained, expanded, and continued after the TEA funding. Ends.

Examples of funding sources include, but are not limited to, the national school lunch program (US Department of agriculture), title I, I DEA, Federal (USDE) grants, state (TEA) competitive grants, state (TEA) formula funding, Per pupil regular (88) funding, weighted ADA funding, and potential philanthropic support.

Additionally resources provided by the 21st CCLC grant such as program staff training and development technology and non-consumable curriculum materials will continue to exist in the schools for which they are required for several years of use for life after program funding is. Every effort will be made to carefully steward these resources to prolong their use and availability for future program offerings. With reporting on program success at the end of each great year, advantage academy will use accurate and current program attendance and satisfaction data to determine which 21st CCLC activities are most popular and which of the most significant impact on improving student academic performance. The data will drive key decisions on which offerings to prioritize for sustainability and continuation after grant funding ends.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. 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

Advantage Academy is excited to partner with the following established organizations to provide new services and to expand access to high-quality services for all students and family participants across all program sites these partners will provide key social services, parent supports, and family assistant that will strengthen students foundations for academic growth and success. All partners will contribute resources in support as in-kind contributions.

Boys and girls club of Ellis County/Salvation Army: provide volunteers to the afterschool program to create opportunities for students to engage in service learning and community outreach; refer students to Angel tree (Christmas gift) program; provide financial resources and food pantry benefits for families; and provide summer daycare program activities

Heart and home ministries/partnering pals: weekly or biweekly mentoring, mentoring events designed to help students reach their full potential and achieve academic, social, and personal success.

Texas instruments: opportunities for seventh through 12th grade students to get the world experiences for career development to extracurricular activities, including but not limited to field trips, virtual career awareness/job shadowing or investigative interviews/meetings with a variety of experts in the business, technology and engineering fields. Students with gain a deeper understanding of how their learning could impact themselves and the world around them.

Texas State technical College: students will take field trips to this side as well as have other opportunities to hear about the career and workforce needs and opportunities within their communities this alliance with the career and technology technical education pathways that are included in advantage academies curriculum.

Advantage academy will also work with ESC region tend to incorporate outdoor learning at the local Boy Scout camp, which is only 3 miles from one school site. This will allow boys and girls (students in grade one and app) to engage in peaks aligned outdoor activities, clued Scouting principles and character development. Activities are also designed to support physical and mental health, while decreasing stress in students, as well as staff. Students with learning disabilities will also thrive in an outdoor setting.

Junior players Junior players has been empowering young forces by providing free, high-quality, arch programming to north Texas children and youth through innovative programs and outreach opportunities, equipping more students with transformational skills to equip them for their future.

Stomp Wars: their mission is to inspire youth in young adults to stop down the negative barriers that plague our communities and build new positive futures to education in the art of stepping.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

Advantage academy will employ a full-time project Director, a full-time family engagement specialist, and three site coordinators.

(***Note Advantage is approved by TEA to be one campus with four sites, but two are in close proximity, necessitating only three site coordinators total for this program***)

This team will communicate daily and meet weekly to ensure delivery of a coordinated program that is aligned with and supportive of the regular school curriculum to collect, analyze, and monitor data to assess progress towards goals/objectives; and to intervene as appropriate. To ensure students most in need or successful, the project team will facilitate adaptation of standards aligned to academic instruction and enrichment programming to meet individual students meets (including address students and those served by ELL and special education programs) in the following ways,: adhering to students existing individual education plans(IEPS); using computer-based adaptive learning programs; varying instructional settings to maximize student engagement; varying types of activities by day and session.

Parents will have the same opportunities for input and feedback regarding their child’ s participation in progress in the afterschool program that they do in the regular school day program.

As state earlier we are a CRIMSI pilot district. We have been working with Ampify, Zearn, and Eurika math platforms this year. We are currently using some of these platforms in our current after school program in conjunction with TCLAS D11 HQAS. Our teachers are trained on these platforms as well. We are currently focusing on our math district wide in after school. We are using Zearn (and will continue to use in the future) for targeted academic support. We are working toward having HIT in our current D11 after school program for 100 of our students using Zearn. We will also work toward; intensive, small group (teacher lead) in 1:1 tutoring and remediation (FEV tutoring) in the core content areas; daily study skills instruction and homework help.

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9. 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"/> |

10. 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" value="360"/> |
| 2. Enrollment in 21st CCLC of students attending participating private schools | <input type="text" value="0"/> |
| 3. Total 21st CCLC program and participating private school students (line 1 plus line 2) | <input type="text" value="360"/> |
| 4. Total year 1 proposed grant budget for serving students in all centers | <input type="text" value="\$733,816"/> |
| 5. Applicant reservation for required staff payroll. | <input type="text" value="\$275,000"/> |
| 6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5) | <input type="text" value="\$458,816"/> |
| 7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3) | <input type="text" value="1,274"/> |
| Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2) | <input type="text" value="0"/> |

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

11. 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. | Pay for required project staff (Project Director, Family Engagement, and 3 Site Coordinators) | \$235,000 |
| 2. | Hourly pay for instructors and paraprofessionals to staff program year-round | \$275,000 |
| 3. | Bonus pay for PD, FES, and SC's if program goals are met | \$6,000 |
| 4. | Custodial support, 1 per site x3 (hourly pay) | \$12,240 |
| 5. | 15% fringe on above items (\$528,240) | \$79,236 |

Professional and Contracted Services

| | | |
|-----|--|----------|
| 6. | All contracted services for 3 center sites (ex. music, arts, dance, STEM, ect.) | \$60,000 |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|---|----------|
| 11. | General office supplies for program implementation | \$6,000 |
| 12. | Computer and printer for grant oriject staff (PD,FES, 3 SC) | \$7,500 |
| 13. | Instructional Supplies and materials - - ALL (\$15K per center) | \$45,000 |
| 14. | | |

Other Operating Costs

| | | |
|-----|--|---------|
| 15. | Travel for staff to attend training and state or national conferences on afterschool programming | \$7,000 |
| 16. | Mileage reimbursement for PD, FES, and or SC | \$840 |
| 17. | | |

Capital Outlay

| | | |
|-----|----------------|--|
| 18. | NONE REQUESTED | |
| 19. | | |
| 20. | | |

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 emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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

▼

▼

▼

▼

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