



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

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:**

**Grant period:**  **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  DUNS

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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**3. Shared Services Arrangements**

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

**Check the box below if applying as fiscal agent.**

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

**4. Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
AOD must increase literacy skills across all grade levels. Out of the 487 students, only 39% are meeting grade level for reading and only 18% are meeting grade level for writing.	Leverage evidence-based resources and partnerships with community organizations to accelerate literacy development; provide high-dosage literacy tutoring and supports targeting highest need students at school-based extended learning program.
AOD must increase science and math proficiency across all grade levels. Out of 487 students, only 21% are meeting grade level in science and only 39% are meeting grade level in math.	Leverage evidence-based resources and partnerships with community organizations offering science and math enrichment to accelerate math and science proficiency across all grade levels; provide high-dosage science and math tutoring and supports targeting highest need students.
AOD must increase social and emotional learning (SEL) supports across all grade levels. 100% of students are identified as economically disadvantaged.	Leverage evidence-based partnerships to implement SEL supports to promote and improve students' attitudes and beliefs about themselves, their relationships with others, and their education. Students will participate in organized, experiential activities that will increase self-awareness, self-management, responsible decision-making, social awareness and build relationship skills.

**5. SMART Goal**

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

- Goal 1: Using Amplify Reading formative assessments, 100% of students across all grade levels will demonstrate growth in literacy (reading and writing) scores by 70% from baseline (Aug. 2021) to final (May 2022).  
 Goal 2: Using the Education Galaxy program and formative assessments, 100% of students will increase math and science scores by 70% from baseline (Aug. 2021) to final (May 2022).  
 Goal 3: Using Panorama SEL survey, 100% of students will demonstrate growth across one or more of five measurable domains: self-awareness, self-management, responsible decision-making, social awareness and relationship-building skills scores by 70% from baseline (Aug. 2021) to mid (Dec. 2021) to final (May 2022).

**6. Measurable Progress**

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

**First-Quarter Benchmark**

Goal 1: 100% of students have taken formative assessment and a baseline literacy score is established. This score will determine differentiated levels of academic support needed to increase growth in literacy scores. Tracking tools are used to monitor progress to ensure adequate supports are implemented. Goal 2: 100% of students have taken formative assessment and a baseline score is established. This score will be used to determine level of academic support needed to increase growth in science and math scores. Tracking tools are used to monitor progress to ensure adequate supports are implemented. Goal 3: 100% of students have baseline score from the Panorama survey and SEL plan is established for all. Highest need students are targeted for recruitment for intensive supports. Tracking tools are established with monitoring protocols. Activities are aligned and adjusted if results not on track.

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

Assess progress for Goals 1, 2, and 3: 100% of students are tracked using monitoring tools. Information about student progress is communicated between regular school day and after-school day leadership teams so that ongoing recruitment and retention strategies are serving students most in need. Assess progress for Goal 3, specifically: SEL mid-term survey is administered to determine growth across 5 measurable domains. Using YPQ tools, all activities are tracked to ensure fidelity of implementation. For all goals, program activity selection and implementation, communication about student progress (alignment w/regular school day), and individual students' supports are adjusted to ensure student growth is on track to achieve goals. Mid-point satisfaction surveys are administered to leaders, teachers, parents and students to assess academic and SEL growth. Survey feedback and status of students' growth scores are used to make program adjustments as needed to ensure goals are met.

**Third-Quarter Benchmark**

Assess Final Benchmark Goals 1,2 and 3: Final formative assessments are administered to measure total growth between baseline and final assessment and thus determine growth percentages. Target is 70% growth. Final growth measures will be used to assess overall program efficacy. The ACE AOD Leadership team will meet to evaluate overall program outcomes and re-assess goals, logic model and all feedback from stakeholders to begin planning for the next program year. Adjustments to goals will be made based on current student needs. This outcome information will be used in final evaluation analysis and shared with all community stakeholders. Part of this assessment includes: measuring total numbers of students served who meet or exceed required program dosage; assessing if the students identified as highest need have been served and met or exceeded required program dosage.

**7. Project Evaluation and Modification**

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

ACE AOD will use evaluation to determine overall effectiveness of program implementation, quality and goal attainment. Benchmark and summative data will inform program changes. If students are not on track to achieve goals on or before benchmark assessment, the AOD Leadership Team will come together with feedback from students, teachers, parents and partners and make adjustments as needed. Program Questions: 1. What is the impact of the ACE Austin program on students' outcomes (i.e., SMART Goals, STAAR, attendance, behavior, promotion and graduation, and college and career competencies)? 2. What is the quality of programming provided by ACE AOD (fidelity of implementation using YPQ, incorporating stakeholder feedback, level of student engagement)? Data Collection and Sources: The external evaluator will gather program data (e.g., program activities, number of participants, and participation days) from the TX 21st Century TEAL system. Student data (e.g., short-cycle assessment and survey, demographics, school day attendance, discipline referrals, course grades, graduation rates, and STAAR data) will be used. The evaluation team will also assist program staff in development and use of the ACE AOD YPQ Quality Observation Checklists and other tools for monitoring program quality. Methodology: Both formative and summative evaluations will be conducted. At the start of the school year, ACE AOD team leaders in collaboration with school leadership will share students' prior year academic performance in order for program staff to appropriately target programming to students. Interactive dashboards will be created by evaluator for the purpose of ongoing tracking of program implementation and quality as well as identification of successes and challenges the center. In addition, evaluators will assist program staff with tracking student academic progress through district monitoring systems. Periodic meetings with evaluator will be conducted to discuss formative findings and recommendations for programmatic changes when necessary in order to understand program impact on students. Summative evaluations of student outcomes [both year-to-year comparisons and comparisons of outcomes by level of participation (e.g., participants with <45 days compared to 45+ days)] will be conducted. Areas where program goals were met and areas needing improvement will be shared publicly.

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**8. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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**9. Statutory/Program Requirements**

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

Process: The Academy of Dallas first established a team of people to serve as members of the ACE AOD Leadership team in November of 2019. This team currently includes the school principal, guidance counselor/dean of scholars, language arts and social studies instructional coach, math and science instructional coach, PEIMS coordinator and ESL coordinator. This team used the You for Youth (Y4Y) guidance tools to conduct their initial needs analysis. They used school academic data to include: enrollment, attendance and behavioral indicators, campus improvement plan, STAAR scores and state report card, TAPR report and short-cycle assessment data. They consulted their superintendent to bring in data generated from their Effective Schools Framework Plan. They developed a student survey and parent survey so they could assess overall program interest as well as student and parent preferences for activities. They also interviewed a smaller group of teachers to get feedback about their willingness to deliver high-quality after-school programming. The team then compiled the information into a written report. Ultimately, the team created a vision: "Investigate ways to help their school monitor and assess the impact of an after-school program structured to address the challenges currently facing our school and community outside of normal school hours in order to improve students' academic achievement, reduce rate of risky behaviors, and help kids grow into healthy, successful adults." 100% of teachers reported that they believed after-school programming will help students academically and build self-confidence that will translate into the classroom in terms of increased engagement. Many expressed interest in delivering academic supports after-school and excitement about learning from community partners. AOD serves 480 from PK-2 to 8th grade. Demographically, the students represented are 76.8% African American and 23.2% Hispanic. They are 100% economically disadvantaged and therefore would benefit from additional social and emotional learning supports that will increase self-awareness, self-management, responsible decision-making, social awareness and build relationship skills. Students reported high interest and desire to be involved in choices that connect to their "real world." Parents expressed interest in extra time spent on academic support. The team observed that that parents are interested in the following supports: GED and ESL supports; information about healthy cooking on a budget; the importance of early literacy, more specifically, how to build reading and writing capacity at home and how to help prepare their child for state testing. Student academic data showed the need for literacy enrichment across all grades with targeted tutoring for Grades 2-4 (only 39% are meeting grade level for reading and only 18% are meeting grade level for writing), math and science enrichment only 21% are meeting grade level in science and only 39% are meeting grade level in math. The ACE AOD team proposes to serve approximately 385 of the 480 (approx. 80%) students based on data that shows 34% of all students are meeting grade level across subject areas. Plan: The ACE AOD team will target all students who are not meeting grade level to participate in reading, math and science enrichment programs and build more differentiated academic tutoring supports for students who are not approaching grade level. They will introduce an early literacy program specifically to improve reading and writing at the lower grades (PK-4th) and develop a parent academy that meets monthly to build capacity for healthy living (cooking healthy on budget, ESL and GED support, how to support their child build academic capacity at home), monthly literacy nights and weekend and summer enrichment programming delivered by identified partner organizations. The team plans to use short-cycle assessment data to guide recruitment and will monitor this data bi-weekly to continuously target students most in need. Letters and phone calls and in-person visits with parents will be conducted regularly to ensure participation of students identified as most in need. Classroom teachers will identify students and share with ACE AOD Program Director to ensure ongoing recruitment targets are met. Students will receive recognition from the school community for academic achievements.

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**9. Statutory/Program Requirements (Cont.)**

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

The following represents a draft logic model that describes how the proposed program design will positively impact this set of measures at grant and center levels:

Resources: certified teachers who conduct targeted academic tutoring, identified community partners with aligned enrichment curriculum, SEL survey, monitoring and enrichment activities (Girls Inc., Art, Poetry Composition, entrepreneurial activities), formative assessments and tracking tools, software and technology, YPQ tools, Program Director, Family Engagement Specialist. Implementation Principles: School alignment, student voice/choice, stakeholder feedback, professional development, fidelity of implementation of activities. Activities: 1. Academic Tutoring that targets approximately 60% of all students who are identified as approaching grade level in reading and math. Certified teachers will provide individual and small-group support for up to 120 minutes per day for five days a week for up to 18 weeks and 120 min. per day for 3 weeks during summer. Short-cycle assessments used to target and recruit students most in need (not meeting grade level). 2. Academic Enrichment: Dallas Zoo, Perot Museum, Mad Science. Approximately 80% of all students will have options to participate in a variety of TEKS-aligned, experiential, enrichment activities in literacy, math and science for up to 120 minutes per day for five days a week for up to 18 weeks and 120 min. per day for 3 weeks during summer. Short-cycle assessments used to target and recruit students most in need (not meeting grade level). 3. Literacy Program for PK-4th grade students. This program will target approximately 60% of all students in Grades PK-4 who are identified as approaching grade level in reading and writing. Community partner (library programs) for up to 120 minutes per day for five days a week for up to 18 weeks and 120 min. per day for 3 weeks during summer. 4. Social and Emotional Learning- Girls Inc. and Base with the goal that approximately 100% of all students who are economically disadvantaged will have options to participate in a variety of SEL experiential activities for up to 120 minutes per day for five days a week for up to 18 weeks and 120 min. per day for 3 weeks during summer. 5. Parent Engagement will include a parent academy addressing early literacy at home; healthy cooking on a budget, GED and ESL supports. We are targeting 100% of parents/guardians to participate in monthly 2 hour meetings, two celebration of learning events, 3 field trips and one summer celebration. Short-term Goals: 1. Using Amplify Reading formative assessments, 100% of students across all grade levels will demonstrate growth in literacy (reading and writing) scores by 70% from baseline (Aug. 2021) to final (May 2022). 2. Using Education Galaxy program and formative assessments, 100% of students will increase math and science scores by 70% from baseline (Aug. 2021) to final (May 2022). 3. Using Panorama SEL survey, 100% of students will demonstrate growth across one or more of five measurable domains; self-awareness, self-management, responsible decision-making, social awareness and build relationship skills scores by 70% from baseline (Aug. 2021) to mid (Dec.2021) to final (May 2022). Long-Term Goals: growth in state assessment, improved GPA, increased student engagement in learning. ACE AOD will create an updated logic model within the first month of funding confirmation. This model will then guide the development of a management plan that will determine timelines for hiring and purchasing resources, finalizing MOUs with community partners, finalizing center program schedules, communicating program information to all stakeholders (community, parents, students and school day staff). The Program Director will develop and share an implementation plan that includes all student recruitment and monitoring tools (academic and program-related such as voice and choice, professional development, staff performance and guidelines for fidelity of program implementation, elements of activity implementation as defined by Youth Program Quality Framework). Program goals will be communicated to all stakeholders and regular bi-weekly meetings will be established with the school administrator to monitor and track student performance outcomes and effectiveness of program implementation. Annual review of goal attainment and program implementation will be conducted and goals will be adjusted based on all updated data and stakeholder feedback.

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**9. Statutory/Program Requirements (Cont.)**

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

The ACE AOD proposed program will improve student academic achievement and overall student success by integrating five key research-based strategies into program design: 1. Alignment with the school day; 2. Maximize participation and attendance; 3. Adapt instruction to individual and small group needs; 4. Provide engaging experiences; 5. Assess performance and improve program quality. (Source: US Department of Education's "What Works" Clearinghouse Publication, Structuring Out-of-School-Time to Improve Academic Achievement).

1. ACE AOD will-align with the school day: Program activities will be specifically aligned to TEKS standards, AOD academic goals/curriculum, short-cycle academic assessment to track progress and recruit students most in need will be maximized to address individual student academic challenges. Summer programs will include targeted interventions for struggling students in order to make academic gains and prevent summer reading loss. The ACE AOD Program Director will use the program logic model to develop a management plan that includes details about fidelity of program implementation (regular school-day alignment, tracking student performance, professional development, student voice and choice).

2. ACE AOD will maximize participation and attendance: Program activities will reflect youth and family interests, and AOD resources will be used to ensure families have active, meaningful participation in their students' education. The ACE planning team will conduct annual student, teacher and parent surveys to collect data about interests and perceptions about after-school programs. ACE AOD staff will use feedback from student surveys to incorporate youth voice and choice into program design. ACE AOD staff will use feedback from student surveys to develop diverse, exciting activities that reflect students' interests while also supplementing school-day learning and enhancing skills that help students become successful in all school experiences. ACE AOD Family Engagement Specialist (FES) will offer engaging opportunities to empower working families to enhance student potential (currently identified partners who will support family engagement in student academics). Research shows that all youth benefit when schools support parents in guiding their children's educational career (Henderson, Anne T.; Mapp, Karen L., 2002). The ACE AOD FES will train parents how to view their child's school-day attendance and grades. The FES will collaborate with ACE AOD partners, community volunteers, and AOD to ensure that families receive the support they need to participate in their students' educational experience and continue their own. Family and parental activities: Family and parental activities will be offered bi-weekly and monthly by ACE AOD staff, partners, and volunteer organizations (e.g., STEM nights by Mad Science).

3. Adapt Instruction to Individual and Small Group Needs: ACE AOD will target struggling students, provide activities with low student/adult ratios, and engage them in small-group activities that address specific needs. All instructors will receive training through monthly YPQ offerings and PLCs to ensure fidelity to the process.

4. Provide Engaging Experiences: Program activities will be guided by innovative, hands-on, experiential, and fun curriculum that teaches transferable skills to enhance overall student success and academic achievement. Enrichment activities will align with the academic activities during the school day or documented campus needs. ACE staff, campus staff, and ACE AOD partners will lead activities in STEM, literacy and creative writing, Art, Social and Emotional Learning (SEL) and parent academy.

5. Assess Performance and Improve Program Quality: ACE AOD will use YPQA to provide ongoing professional development. and implement the CIP. ACE AOD will use student data to drive programmatic alignment with student needs and improve instruction to achieve intended outcomes. AOD uses short-cycle assessment data to measure progress toward academic goals. This data will be used to identify and recruit students with the highest academic need.

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**9. Statutory/Program Requirements (Cont.)**

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

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

This applicant is part of a planned partnership

The applicant is unable to partner

Academy of Dallas (AOD) ACE Team conducted a resource scan of the surrounding community resources to seek out potential partner organizations who were equipped to provide services aligned with identified needs of students and families. The team contacted several organizations and received confirmation that each will participate in a partnership. (See below for list.) Each pledged to partner in a variety of ways to implement experiential enrichment activities aligned with regular school day curriculum in an after-school and summer learning program. If funded, ACE AOD will establish memoranda of agreement (MOUs) with each partner, outlining the specific details between the organizations and the ACE program. The MOUs will outline the specific agreements about program offerings, staffing, costs, numbers of students to be served, resources and materials and professional development. All organizations are able to provide direct service in after-school program virtually as needed. All community partner organizations were selected because they currently provide TEKS-aligned enrichment across all subject areas and are equipped to work with ACE AOD team and teachers to deliver experiential activities to support learning.

Identified Partners Include:

1. Mad Science, located 2309 Spring Branch Rd. Suite 620 Farmers Branch, TX 75243. Establish STEM maker labs hosted on after-school campus in collaboration with school leadership and PTA. Program reinforces the concepts taught by their campus educators in class through innovative, hands-on enrichment.
2. Dallas Public Library, 1515 Young St. Dallas, TX 75201. The public library will coordinate with ACE AOD team to provide direction and support in delivering literacy enrichment in after-school program. Some identified programs include: Zoom Story Time, Story Tellers Without Borders (middle school students), Fairytale Closet, Youth Poetry Competition, Brain Fuse Homework Help, ABC Mouse, Ready4k, 1000 Books Before Kindergarten, Maverick Reading Challenge, Field trips to Youth Discovery Center.
3. Girls Inc., 350 N. Zang Blvd. Dallas, TX. 75208. Program builds social and emotional learning supports to promote and improve students' attitudes and beliefs about themselves, their relationships with others, and their education. Students will participate in organized, experiential activities that will increase self-awareness, self-management, responsible decision-making, social awareness and build relationship skills.
4. Dallas Zoo, 650 R.L. Thornton Frwy. Dallas, TX. 75201. In person and virtual "Animal Adventures" program. This program is aligned to Texas TEKS and designed for K-12 grade. They have over 40 ambassador animals that travel for programs.
5. Perot Museum, North Fields St. Dallas, TX. 75201. Offering lab programs aligned with Texas TEKS. ABC's of chemistry, Adapt to Survive, Brain Power-The Brain Dissection. All labs are hands-on experiential in nature.

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**9. Statutory/Program Requirements (Cont.)**

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

ACE AOD will apply the Quality Assurance Process (QAP) outlined in the Texas ACE Blueprint when implementing and evaluating program activities. Additionally, they will use best practices by implementing the research-based quality improvement system developed by the Weikart Center for Youth Program Quality (YPQ) and providing ongoing quality support to all staff. ACE AOD will engage in a continuous improvement cycle guided by YPQ, the research-driven training approach that assists youth programs in setting meaningful improvement goals based on data and creating powerful learning environments. YPQ's essential components of quality improvements will integrate into ACE AOD's professional development offerings and QAP monitoring data. ACE AOD leadership team and ACE Program Partners will participate in YPQ's Train the Trainers Program to become qualified to train other school staff in best practices for designing and implementing programs that promote positive youth development, and academic enrichment that yield desired outcomes. Each month, ACE AOD will use program observation data garnered from YPQ tools to develop just-in-time training for all ACE staff, partners, and volunteers, centered around the Youth Work Methods Series, a series of workshops designed to show staff how to use tools and strategies that are designed to enhance the quality of their work with youth. In addition, regular observations will be conducted using the YPQ Assessment Tool (YPQA), a nationally validated instrument designed to measure the quality of youth programs and identify staff training needs. YPQ's essential components of high-quality programs and activities are inter-woven: emotional safety, physical safety, clear expectations, hands-on activity, and reflection. Observers rate the components on a scale of 1 (low) to 5 (high). This will be tracked as part of the ongoing evaluation. The ACE AOD Program Director will serve as the Academic Liaison to ensure use and monitoring of the Texas ACE unit lesson plans; ongoing program assessments (YPQA); alignment with district curriculum and instructional departments; and monthly follow-up meetings with regular school day instructional Professional Learning Communities (PLC's). Best practices will be woven into curricula, professional development, and program design to ensure that ACE AOD programs have the capacity to meet these intended objectives.

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

Academy of Dallas will be the designated site for the majority of after-school activities. Currently parents or designated and approved caregivers provide transportation to and from the regular school day and will do so accordingly for all students who participate in any after-school program activity located at any designated site. Parents and/or guardians will be required to indicate on student registration forms which method of transportation their child will take. ACE AOD will follow district transportation guidelines and require a mandatory student, parent/guardian, staff, and volunteer sign-in and sign-out procedure at each activity site upon arrival and departure of any program activity. ACE AOD takes the safety of participating students very seriously and will follow policies and procedures regarding all aspects of student safety including: monitoring student attendance with sign-in and sign-out logs; accident reporting; first aid and CPR; student/staff ratios; campus lock-down incidents; student monitoring; safety drills; behavior management; and sign-in logs for staff, volunteers, parents, and visitors as indicated in the ACE AOD Employee and Parent Handbooks. As part of the YPQ program monitoring activities, ACE AOD will conduct a physical safety assessment each program quarter. If safety concerns are identified, an improvement plan will be implemented immediately and shared with all relevant stakeholders. To prevent noncompliance issues from occurring, ACE AOD will train all new staff on district and program safety policies and procedures annually. Field trip transportation: ACE AOD will provide participants with educational field trip opportunities to expand school-day learning into the community. All field trips planned by ACE AOD are necessary to accomplish the objectives of the program, educational in nature, and aligned with TEKS standards. ACE AOD will take field trips by school bus to local science centers, museums, zoos, science and technology fairs, libraries, and participate in field trips that promote service learning.

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**9. Statutory/Program Requirements (Cont.)**

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

Upon notification of funding, the ACE AOD Leadership team will collaborate with the Program Director (PD) and Family Engagement Specialist (FES) to facilitate a comprehensive outreach campaign to disseminate information about the community learning center. They will use flyers, social media brochures, newsletters and school website to communicate information to all stakeholders. The school website will contain direct links to information (program calendar of daily programming, field trips, family engagement activities) enrollment forms and a way for families, teachers and partners to share information with the ACE AOD PD. They will post flyers (in all applicable languages to ensure all students' families are reached) throughout the school in high-traffic areas and will share details with all school staff. Teachers will be made aware of strategic enrollment for students most in need and will be able to fill out enrollment forms for targeted students. AOD will create a communication box in the staff lounge area and will also enable electronic communications via intra-school email and data sharing portals so that regular school staff and ACE AOD staff are in direct communication about the program. The AOD will host an open house to share more details about the ACE AOD program and invite parents and family members of the students so they can better understand program goals, offerings and how they can participate. Front-facing administrative staff will also be able to provide and accept program enrollment forms (both digital and hard copies) so that more parents and caregivers of students can access the after-school program. The ACE AOD Leadership Team will include the members of needs analysis team as well as the PD and FES. The PD will meet weekly with the school administrator and the PD will establish a Community Advisory Council that includes parents and community partners. This team will convene monthly to drive fidelity of implementation and will contribute to overall evaluation of program implementation providing valuable feedback adjust the program as needed to drive results (number of students served and goals attained). The ACE logo will be incorporated into all outreach communication materials.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

The Academy of Dallas is working with its regional education service center to implement the Effective Schools Framework (ESF), developed by Texas Education Agency (TEA), to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The goal of the ESF is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school. The ESF was developed in conjunction with school and district leaders and included a national review of research about what makes high-performing schools excellent. The ESF is part of the TEA's five-year strategic plan and is the starting point for improving internal technical assistance capacity and aligning partners (ESCs, external partners, etc.) to support the continuous improvement of Texas school districts and campuses. In the spirit of our commitment to data-driven inquiry and the "Plan, Do, Assess" model, we will be continuously evaluating the framework to examine effectiveness and make modifications as needed. The ACE AOD will align programming with the ESF and share data as part of the "Plan, Do, Assess" model. During the Needs Analysis, the ACE AOD team referenced goals in their ESF model to develop the 3 SMART goals listed in Question 5 of this proposal. ACE AOD aims to achieve 70% growth from baseline to final assessments to increase literacy in grades PK-8 and increase math scores in PK-8th by providing engaging literacy, math, science, technology and social and emotional learning supports to approximately 380 students in an interactive and targeted after-school and summer program.

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**9. Statutory/Program Requirements (Cont.)**

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

The first step toward sustainability for ACE AOD is to formalize a shared vision for collaboration with proposed partners and identify future partners once the program is established. The ACE AOD understands that in order to sustain the program it must leverage effective partnerships. Additionally, the program must achieve results and be aligned with the regular school day in order to adjust program activities and ensure the program is serving students most in need. Once the ACE AOD is able to demonstrate success at supporting students' academic growth, the program leadership will review data to determine the highest leverage activities that have yielded the best outcomes. ACE AOD will then share outcome data with all community stakeholders to showcase program results, thus building stronger community relationships to foster support for program sustainability. At a minimum, the ACE AOD will find ways to use and/or reallocate title funding to support the program elements and activities that have been the most successful at building academic capacity for students. ACE AOD will also continuously seek out community partners who may be able to offer high quality programming after school and during summer months. The ACE AOD will also seek additional funding by applying for grants through the Texas Education Agency or other federal, state or philanthropic entities that support high quality out-of-school time (OST) programming. The ACE AOD leadership team will work closely with the regular school day leadership and board as well as external evaluator to seek additional financial resources that can be used to support ongoing OST programs.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

ACE will follow the AOD's policy for screening and placing volunteers: All volunteers working with students must present identification necessary for a criminal history check. This includes all contracted AOD organizations, community, and family members that offer volunteer services. Volunteers will work side-by-side with ACE and AOD staff, are required to sign in and out of the campus and ACE visitor logs, and must be supervised at all times by approved the AOD and/or partner staff who have been fingerprinted as required by state regulation.

The ACE AOD intends to provide opportunities for parents and family members to participate in field trips, family engagement activities and other program-related activities. The ACE AOD also intends to research additional volunteer resources appropriate to support the ACE AOD program. By using appropriately qualified volunteers, the ACE AOD aims to maximize resources and fiscal efficiency, expand its program and family engagement offerings, maintain low student/adult ratios, and broaden the expertise of its professional staff. The Family Engagement Specialist will work with families to ensure that all parent communication encourages family participation in field trips and provides opportunities for families to volunteer on a consistent basis.

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**9. Statutory/Program Requirements (Cont.)**

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

Overall, participation in after-school leads to better academic performance, attendance, behavior, and college and career competencies. (Little, P., Wimer, C., & Weiss, H. B., 2008). In order to achieve a positive impact, the PD and school leadership will 1. Use early warning indicator reports (via short-cycle assessment data) to recruit students, identify need for intervention, and track progress frequently; 2. Provide hands-on, engaging activities closely aligned to school-day learning to reinforce TEKS; 3. Closely monitor and incentivize attendance to ensure targeted students attend 45 days or more of programming; and 4. Ensure all staff receive support, coaching, and professional development needed to cultivate a high-quality OST culture with continuous improvement processes that produce positive, measurable results. Beginning 08/01/21 and ending 07/19/22, the ACE AOD Team will identify and recruit approximately 380 students (ongoing) to participate in OST program activities (regular school year and summer). Teachers will target students most in need based on established guidelines delivered by the PD. The PD and FES will work collaboratively with the ACE AOD Leadership team to ensure enrollment targets are met, convening weekly to address barriers. The PD will coordinate with AOD school staff to generate a monthly early warning report to ID students who are struggling with academics, attendance and behavior. Recruitment cycles will continue annually and the ACE AOD Leadership Team will evaluate recruitment strategies to address challenges to ensure enrollment targets are met.

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

The ACE AOD Leadership Team consists of the principal, guidance counselor/dean of scholars, language arts and social studies instructional coach, math and science instructional coach, PEIMS coordinator, ESL coordinator. The team shared this information with the superintendent to ensure alignment to the implementation of both their campus improvement plan and the district initiative to implement TEA's Effective Schools Framework. As part of the needs analysis, this team conducted a resource scan to determine high quality partners who have the capacity to provide much needed enrichment aligned with regular school day curriculum. Additionally, the team determined the hours of operation, number of students to be served, required staffing model and budget plans. If funded, this will be the first time AOD has ever received a 21CCLC grant and the team understand that their learning curve will be steep. The ACE AOD will participate in all required training and leverage all available resources through the Texas ACE network. The team will implement a management plan under the leadership of the Project Director, who will oversee all aspects of project planning, implementation, evaluation, and grant compliance. Further, the center will be supervised by a full-time PD/Site Coordinator who will receive support from appointed regular school day staff members and a half-time Family Engagement Specialist. Quality of operations, instruction, and curriculum will be ensured by professional development offerings, task list completion, observations, feedback, peer-to-peer learning, and a cycle of continuous improvement that aligns with Texas Partnership on OST Time (TXPOST) quality standards and involves all aspects of program quality including content, processes, leadership, communication, management, and general program execution. Evaluation: The ACE AOD team will conduct an annual evaluation (using an external evaluator) to address the overarching questions: "What is the impact of the ACE AOD program on student outcomes? What is the quality of programming provided by ACE AOD?" Program evaluation will be highly integrated into ACE culture as a key component of ACE AOD continuous cycle of program improvement.

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**10. Equitable Access and Participation**

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

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

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

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

1. Total 21st CCLC program enrollment for all centers	380
2. Enrollment in 21st CCLC of students attending participating private schools	0
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	380
4. Total year 1 proposed grant budget for serving students in all centers	191,375
5. Applicant reservation for required staff payroll.	79,000
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	112,375
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	296
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<b>0</b>

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Program Director/Site Coordinator/Academic Alignment (required)	\$53,000
2.	Family Engagement Specialist (.5 FTE- required)	\$26,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Partnership Costs	\$50,000
7.	3 Certified Teachers (regular program) 2hrs. x 5 days per wk. x 36 wks. @ rate\$25 per hr	\$27,000
8.	3 Certified Teachers (summer program) x 3hrs. x 5 days per wk x 3 wks @ rate\$25.00 per hr.	\$3,375
9.		
10.		

**Supplies and Materials**

11.	Technology	\$5,000
12.	Art, Science and Math supplies	\$2,500
13.	Literacy supports	\$2,500
14.	Base SEL Curriculum	\$3,000

**Other Operating Costs**

15.	Evaluation	\$6,000
16.	Youth Program Quality Training and Tools	\$8,000
17.	Staff Travel and Professional Development	\$5,000

**Capital Outlay**

18.		0
19.		0
20.		0

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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## Center Operations Schedule

Vendor ID:1-386525613

### Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	057810101	Academy of Dallas Charter School  Academy of Dallas Texas ACE 21CCLC (ACE AOD)  Shaunaisea Henderson, Principal 2324 South Vernon Ave. Dallas, Texas 75224 214-944-5544 Ext. 2006	0	PK to 8 <sup>th</sup>	380	200



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

Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	057810101		PK to 8 <sup>th</sup>	380	200
Feeder	N/A				

Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	August – 16 - 2021	December -17 -2021	17 Weeks
Spring Term	January – 3 - 2022	May 28 -2022	19 Weeks
Summer Term	June - 13 -2022	July – 02 - 2022	3 Weeks
Total number of weeks:			39 Weeks

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	5:30			3:30	5:30	9:00			12:00
Tuesday			3:30	5:30			3:30	5:30	9:00			12:00
Wednesday			3:30	5:30			3:30	5:30	9:00			12:00
Thursday			3:30	5:30			3:30	5:30	9:00			12:00
Friday			3:30	5:30			3:30	5:30	9:00			12:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15 hours											

Adjunct Sites, If applicable (site name and full address)	<ol style="list-style-type: none"> <li>1. Mad Science, located 2309 Spring Branch Rd. Suite 620 Farmers Branch, TX 75243.</li> <li>2. Dallas Public Library, 1515 Young St. Dallas, TX 75201.</li> <li>3. Girls Inc., 350 N. Zang Blvd. Dallas, TX. 75208.</li> <li>4. Dallas Zoo, 650 R.L. Thornton Frwy. Dallas, TX. 75201.</li> <li>5. Perot Museum, North Fields St. Dallas, TX. 75201.</li> </ol>
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<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Up to 4 weekend field trips or Saturday school events per semester, Remote Instruction.
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<b>Parent/Legal Guardian Activities</b>	Monthly Parent Academy, Bi-weekly parent check-ins (upcoming testing, grades, academic progress)
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