



**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 07, 2021**

NOGA ID

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

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
Advantage Academy's student population is 80.4% low-income, 87.4% at-risk, and 25.5% ELL--all higher populations than the state averages in each category (60.6%, 50.1%, and 19.5%, respectively). These students need additional ongoing academic supports.	Implement a year-round, whole-child 21st Century program that encompasses "Mind, Body, and Spirit". Students will build a foundation of academic, physical, and social-emotional skills in alignment with research-based school curriculum and extended through partnerships with Boys & Girls Club/Salv. Army, Mentoring Pals, IF Cares, TX Instruments, Motivated Learning, and TX State Technical College.
For Class of 2018: Only 48.4% of graduated college/career/military ready (65.5% state); 16.1% met TSI criteria in math (46% state); 41.9% took the SAT/ACT (74.6% state); and 15.4% were at/above criterion (37.9	Five years of intensive supports for secondary students and their families will make a significant difference in their preparation and readiness for college. Plans include focused tutorials, SAT camps, FAFSA (financial aid) and college application workshops, structured mentoring, dual-credit courses, and college/univ. visits.
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 our staff to make personal connections with families.	A dedicated Family Engagement Specialist will add 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.

5. SMART Goal

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

By the end of the project period (July 2022), at least 80% of participating students in each student group (African American, Hispanic, white, economically disadvantaged) will Meet the state standard on STAAR/EOC for their grade in Reading/English and Math.
 --Grades 3-8 Reading
 --Grades 3-8 Math
 --Grades 9-12: EOC English I
 --Grades 9-12: EOC Algebra I

6. Measurable Progress

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

First-Quarter Benchmark

By the end of the first project quarter, at least 60% of participating students in each student group (African American, Hispanic, white, economically disadvantaged) will Meet the state standard on STAAR/EOC for their grade in Reading/English and Math as measured by STAAR/EOC benchmark tests.

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

By the end of the second project quarter, at least 70% of participating students in each student group (African American, Hispanic, white, economically disadvantaged) will Meet the state standard on STAAR/EOC for their grade in Reading/English and Math as measured by STAAR/EOC benchmark tests.

Third-Quarter Benchmark

By the end of the third project quarter, at least 75% of participating students in each student group (African American, Hispanic, white, economically disadvantaged) will Meet the state standard on STAAR/EOC for their grade in Reading/English and Math as measured by STAAR/EOC benchmark tests.

7. Project Evaluation and Modification

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

The Project Management Team and program staff will collect and analyze a wide variety of PROGRAM-, STUDENT-, and SCHOOL-level data, both QUANTITATIVE (demographics, enrollment, attendance, test scores, behavior incidents, etc.) and QUALITATIVE (participants' session evaluations, feedback from parent and student surveys, observations of program staff, 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 (PD) will communicate with the Family Engagement Specialist (FES) and Site Coordinators (SCs) daily; conduct weekly coaching and professional development sessions featuring topics responsive to data-focused need for improvements; and will visit each program site at least twice weekly, allowing time for on-the-spot questions and feedback from program staff, students, parents/caregivers, and partners, to determine program trends and issues. • In alignment with the Texas ACE Quality Assurance Process (QAP--see also bottom of page 6), the PD will lead the Project Management Team in the execution of the evaluation plan, review all data gathered, and consult with project staff and the Chief Academic Officer (CAO) to determine progress toward QUANTITATIVE benchmark goals and to ascertain the QUALITATIVE impact of the project on participants.

The PD will complete all formative and summative project evaluations and will submit all reports for "21st Century Advantage: Mind, Body, Spirit" to the Superintendent, project stakeholders, and TEA. Working from the formative evaluation report findings, the Project Management Team will be able to address project weaknesses, problems, or concerns in a timely manner as the implementation proceeds. In the unlikely event that benchmarks or summative SMART goals do not show progress, the FES, SCs, and teachers will identify students most in need of assistance, and the SCs will work with them, their parents/caregivers, and program staff to develop individual plans that swiftly address areas of concern with additional strategies. NWEA MAP data will provide additional feedback on academic growth and progress. The PD will also use this input to create plans for correcting program deficiencies with additional professional development or other program changes.

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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.

- Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- 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.
- 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.

A. NEEDS ASSESSMENT PROCESS.

The Project Planning Team (Superintendent/CEO, Assistant Supt., Curriculum Specialist, and representatives from Business /Compliance, Student Services, Special Programs, and Operations) met during November and December 2020 to determine programming and related funding needs based on the district/campus improvement plan, school and community economics and 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 walkthroughs, as well as employee surveys regarding each location's needs, preferred project partners, the estimated number or percent of students who would likely participate, recommendations for the planning team, and examples of how this 21st CCLC program would allow the district to achieve its stated goals. The Team then prioritized student needs for 21st Century program budgeting and staffing purposes, keeping in mind the alignment with school-day curriculum and district/campus improvement goals and objectives. Data from these surveys will continue to inform program planning.

B. RESULTS, INCLUDING THE STUDENT POPULATION DEEMED "MOST IN NEED".

Advantage Academy enrolls approximately 1,200 students across four locations: North Duncanville/SW Dallas, (PK-8) Grand Prairie West (PK-8), Waxahachie (PK-8), and Grand Prairie East (8-12) . The student population is, in aggregate, 80.4% low-income, 87.4% at-risk, and 25.5% ELL--all higher populations than the state averages in each category (60.6%, 50.1%, and 19.5%, respectively). 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 after-school 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, which is to be known locally as "21st Century Advantage: Mind, Body, Spirit". This program will incorporate academics (MIND), physical health and wellness (BODY), and community service and personal enrichment offerings (SPIRIT) for students and parents.

C. PLAN FOR ASSESSING AND RECRUITING STUDENTS MOST IN NEED AND ADDRESSING NEEDS OF WORKING FAMILIES.

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 supports provided by their public K-12 schools. Further, they are also traditionally underrepresented in postsecondary education. Advantage Academy's District/Campus Improvement Plan clearly spells out the district's ongoing challenges, which have worsened in the time of COVID-19. Data from actual and benchmark tests, progress reports, weekly formative assessments and report cards, along with input from teachers at weekly grade team meetings, will determine individualized placement in Advanced Placement, ACT, and Texas Success Initiative (TSI) preparatory camps. The 3 Site Coordinators (SCs) 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 (45+ days) participation throughout the program year. The Project Director will ensure all SCs 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, Report Card Pickups, FAFSA (financial aid), and college application trainings based on feedback about optimal times/days, including weekends, to accommodate the needs of working families.

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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.

***NOTE: Advantage is approved by TEA to be one campus with four sites, but two are in close proximity. Therefore, the program will operate on three TEA-approved school sites.

The mission of Advantage Academy is to prepare each student for the global society by meeting their unique needs - mind, body 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; and Truth in American history, civic virtue and service. Therefore, the design of "21st Century Advantage: Mind, Body, Spirit" will use funding from the research-based 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 beyond the school day for 360 Advantage students in grades K-12.

The proposed program is designed around these three core components and their related activities (see page 7)

--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 students' character, sense of personal responsibility, and capacity for servant leadership through community service and self-reflection.

The SMART goals listed under each of the 5 MEASURES OF EFFECTIVENESS below describe the estimated impact of this carefully planned program over time on all REGULARLY PARTICIPATING STUDENTS (45+ days/year) and align with Advantage Academy's overall goals and objectives for all students. Advantage Academy believes this slate of programming will result in the following:

A. GROWTH IN STATE ASSESSMENT: 1) at least 80% of participating students in each student group (African American, Hispanic, white, economically disadvantaged) will Meet the state standard on STAAR/EOC for their grade

B. IMPROVED GPA: 1) At least 75% of participating students show improvement in GPA from 1st to 4th quarter of the school year; 2) At least 95% of participating students will pass all classes (on track to graduate)

C. INCREASED SCHOOL DAY ATTENDANCE: 1) At least 70% of participating students show improved school-day attendance over their previous year; 2) The average daily attendance (ADA) at each Advantage Academy campus increases over 200-21 baseline rates; 3) District ADA increases to 96% or higher.

D. IMPROVED SCHOOL DAY BEHAVIOR: 1) There is a measurable decrease in the number of disciplinary referrals among participating students as compared with baseline data from 2020-21; 2) The number of disciplinary referrals among participating students decreases from the 1st to 4th quarter of the school year.

Advantage will use the Quality Assurance Process (QAP) to collect data and review Quality Assurance Monitors' feedback on quality criteria such as "School day staff and ACE 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" (Student Recruitment and Attendance); "The center routinely provides oversight and constructive feedback on lesson planning, instructional delivery, and academic support services" (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" is on the Stages of Practice rubric (Compliant-->Implementing-->Progressing-->Optimizing).

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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.

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 Academy's academic initiatives for 555 additional hours (435 hours during fall and spring and 120 hours during summer), equivalent to 74 extra days of instruction per year, or more than TWO ADDITIONAL SCHOOL YEARS worth of instruction over the 5-year grant.

The proposed program is designed around these three core components and their related activities:

--MIND: STEM offerings, including Robotics using TI calculators; a museum tour study of the Constitution (Wallbuilders); dual-credit courses for high school students and 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 and State Flags; Family Literacy activities and events; intensive, small-group (teacher-led) and 1:1 tutoring and remediation (FEV Tutoring) in the core content areas; daily study skills instruction and homework help; and regularly scheduled activities with parents to increase family engagement (Motivated Learning)

--BODY: Nutrition education and physical activity; Food bank contributions to family health.

--SPIRIT: Community-based service learning and volunteer opportunities (Salvation Army); Enrichment camps for character development and artistic expression (pottery, painting, drawing); gifts of toys and clothing for low-income children up to age 12, food bank resources, and financial assistance for struggling families (Salvation Army Angel Tree); mentorship for high school students at risk of not graduating with their peers (Partnering Pals).

To ensure "21st Century Advantage: Mind, Body, Spirit" activities are COORDINATED WITH SCHOOL-DAY PROGRAMS, Advantage Academy will prioritize hiring existing staff for selected academically-focused activities. These staff have been extensively trained to implement all aspects of the school-day curricula, align them with the TEKS, and integrate them with STAAR/EOC to further improve student academic growth and achievement. Contracted service providers will be vetted and hired based on their program's research base and prior results.

OVERSIGHT/MONITORING/ASSESSMENT: 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 3 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 toward goals/objectives; and to intervene as appropriate. To ensure STUDENTS MOST IN NEED are successful, the project team will facilitate adaptation of "21st Century Advantage: Mind, Body, Spirit's" standards-aligned academic instruction and enrichment programming to meet individual student needs (including at-risk 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 maximum 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 and progress in the after-school program that they do in the regular school-day program. Advantage Academy will conduct its local evaluation at the center level and will submit either a grantee-level executive summary or center-level executive summaries to TEA on an annual basis (to be determined by the Project Management Team in consultation with TEA). Advantage Academy will also complete a comprehensive annual evaluation report as required and will post findings from the report on its website to assist the program's various stakeholders in understanding program results. Advantage Academy will share data and evaluation results with staff via Faculty meetings and with the public during Board meetings.

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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

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 student and family participants across all program sites. These partners will provide key social services, parent supports, and family assistance that will strengthen students' foundation for academic growth and success. All partners will contribute resources and support as in-kind contributions. Please see MOUs (and one letter of support), attached.

--BOYS AND GIRLS CLUB OF ELLIS COUNTY/SALVATION ARMY: Provide volunteers to the after-school program; 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 day camp program activities. - NOTE: This partner provided a letter of support in lieu of an MOU.

--HEART AND HOME MINISTRIES/PARTNERING PALS: Weekly or bi-weekly mentoring, mentoring events designed to help students reach their full potential and achieve academic, social, and personal success. (MOU)

--INTRINSIC FOUNDATION (aka IF CARES): Establish partnerships with other organizations to provide student enrichment related to the following: Nutrition/exercise, fine arts, computers, tutoring, financial literacy, etc.;; Specialists in desired areas, as needed; Snacks and/or supper during the after-school program; and Breakfast, snack and/or lunch throughout the summer months. (MOU)

--TEXAS INSTRUMENTS: Opportunities for 7th through 12th grade students to gain real-world experiences for career development through 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 will gain a deeper understanding of how their learning could impact themselves and the world around them. (MOU)

--MOTIVATED LEARNING: Provide training and information to parents to increase parent involvement in both at school and at home learning initiatives, which include, but are not limited to the following objectives: The importance of motivating students to learning and living positive character traits and academic achievement; The importance of parents and families as a key component of a child's education; Understanding how to build positive character traits, including explicit instruction for parents in character traits that align to the Texas Essential Knowledge and Skills; and Providing additional information to parents regarding their rights in a public school. (MOU)

--TEXAS STATE TECHNICAL COLLEGE: Students will take field trips to this site, as well as have other opportunities to hear about the career and workforce needs and opportunities within their communities. This aligns with the career and technical education pathways that are included in Advantage Academy's curriculum.

Advantage will also work through ESC Region 10 to incorporate outdoor learning at the local Boy Scouts camp, which is only 3 miles from one school sites This will allow boys and girls (students in grade 1 and up) to engage in TEKS-aligned outdoor activities, which will also include 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 also thrive in an outdoor setting.

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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.

BEST PRACTICES--PROGRAMMING: All program Centers will provide tutoring services in the core subjects of reading, mathematics, 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 focus on TEKS-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 postsecondary 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 and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development. To encourage full participation, the full-time Family Engagement Specialist will help Advantage 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 (Huang, et. al), including: strong leadership, established clear goals, program structures and content aligned to meet stated goals, standards-aligned curricula, and staff that can relate well to students and build rapport while maintaining high expectations, and high-quality professional development for program staff (Ingvarson, Meiers, & Beavis, 2005).

SOURCES: 1) Huang, D., Cho, J., Mostafavi, S., & Nam, H. (2008). What works? Common practices in high functioning afterschool programs: The National Partnership for Quality Afterschool Learning final report. Austin, TX: SEDL. <https://files.eric.ed.gov/fulltext/ED512654.pdf>

2) Ingvarson, L, Meiers, M, & Beavis, A. (2005). Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes & efficacy. Education Policy Analysis Archives, 13(10). <https://doi.org/10.14507/epaa.v13n10.2005>

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.

STUDENT TRANSITION AND TRANSPORTATION/PICK-UP: Advantage is approved by TEA as a single campus with four sites, However, since two sites are within 1/2 mile of each other, students from one of these sites will be safely transported to the nearby site, and Advantage will operate the after-school program on three sites, total. Other activities such as local college/university tours will take place on those sites. Program 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 classroom and go directly to the cafeteria (or other appointed area) to check in for their 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 (unless students travel as a whole group). • At the end of each after-school 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 preprinted rosters to expedite attendance tracking.

STUDENT SUPERVISION: Site Coordinators will monitor the check-in/check-out, student walker, parent drop-off/pickup, and other transportation procedures at each campus during program hours to ensure all students arrive and leave campus in a safe, orderly, and supervised manner with the support of an experienced supervisory team. Site Coordinators will remain on their respective campuses until the last student has been safely transported or picked up by an authorized parent or guardian. Likewise, the Project Director will remain at a program site until all Site Coordinators communicate that their program has closed and that no students remain.

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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.

The "21st Century Advantage: Mind, Body, Spirit" Project Director will work with district staff to ensure recruitment information, as well as information to share the program's success, is disseminated in a TIMELY, UNDERSTANDABLE, and ACCESSIBLE manner via fliers and weekly newsletters (sent electronically and on paper), the district website, school announcements, emails and texts to parents/caregivers who have opted in to these services through the campus communication and notification systems (phone/email system and Remind), and via posts and video messages on Advantage Academy's Facebook and Instagram pages.

Information on the activities offered at each Center will also be posted at Open House and Report Card Nights, which provide an opportunity for parents to meet with teachers, including staff of "21st Century Advantage: Mind, Body, Spirit". These events will align with program hours and provide additional family engagement opportunities.

In all communications with parents and families, materials and content will 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 Academy's Senior Leadership Team will also share the success of the program with the Board of Directors at their regularly scheduled meetings.

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.

Advantage Academy is applying for PROGRAM PRIORITY 1 - PROGRAM INTEGRATION and the 3 associated Priority Points.

Advantage participates in the RESILIENCE SCHOOLS SUPPORT PROGRAM (RSSP), which supports the district in evaluating and improving the effectiveness our remote and hybrid learning model. These improvements could include adapting existing curriculum, adopting new curriculum (such as Texas Home Learning 3.0), supporting teacher development, revising schedules, better serving special populations, improving student and parent engagement strategies and other related topics. Many Advantage teachers also participate 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.

Advantage also participates in TEXAS HOME LEARNING, which helps Texas educators to use high quality instructional materials through adoption, professional learning, and technology supports for pre-kindergarten through 12th grade, and the TEACHER INCENTIVE ALLOTMENT (TIA), which rewards highly effective teachers at hard-to-staff schools with financial incentives.

--Advantage will adapt materials for use in "21st Century Advantage: Mind, Body, Spirit", as appropriate, and will recruit high-quality teachers, some compensated through TIA, to offer enrichment programming after school.

For TEA Use Only:

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

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.

Dr. Angela McDonald, Advantage Academy's long-serving Superintendent, oversees all district grant-seeking activities, and works with the Finance, Academics, School Operations, and Human Resources Departments 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 allotments will continue over the next 5 years so that this 21st CCLC program can be sustained, expanded, and continued after the TEA funding period ends.

Examples of funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, federal (USDE) grants, state (TEA) competitive grants, state (TEA) formula funding, per-pupil regular (ADA) funding, weighted ADA (WADA) funding, and potential philanthropic support.

Additionally, resources provided by this 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 acquired for several years of useful life after program funding ends. Every effort will be made to carefully steward these resources to prolong their use and availability for future program offerings. When reporting on program success at the end of each grant year, Advantage Academy will use accurate and current program attendance and satisfaction data to determine which 21st CCLC activities are most popular and which have the most significant impact on improving student academic performance. That data will drive key decisions on which offerings to prioritize for sustainability and continuation after grant funding ends.

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)

Advantage Academy's 21st CCLC project leaders, with support from school staff, will identify interested volunteers from several locations and sources around the participating schools' learning communities. Current and future partners (Salvation Army, Rotary International, Mentors Care, etc.) will also be invaluable in providing program support and mentoring, and students can reciprocate with community service club activities in various locations.

Sources of volunteers include parents, students' adult family members, college students, and Advantage Academy alumni.

In collaboration with the Project Director, Advantage Academy's Human Resources staff will screen interested individuals who wish to serve as volunteers for "21st Century Advantage: Body, Mind, Spirit". 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 to a background check (in accordance with district policy) to ensure that they are not a threat to students.

Once screened and approved, all volunteers will receive the appropriate training as determined by the Advantage Academy Human Resources Department. Further guidance and preparation for volunteers working specifically with children in the Advantage Academy 21st CCLC Program will be designed and presented by the Project Director and Site Coordinators and updated annually as needed.

Advantage Academy assures TEA 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, whether student or adult.

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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.

First year program SMART Goals related to Attendance (as noted on page 6) are as follows:

- 1) At least 70% of participating students show improved school-day attendance over their previous year;
- 2) The average daily attendance (ADA) at each Advantage Academy campus increases over 200-21 baseline rates;
- 3) District ADA increases to 96% or higher.

The Advantage Academy "21st Century Advantage: Mind, Body, Spirit" planning team has planned and budgeted for 360 high-need students across all 3 program locations to attend at least 45 days of after-school programming during a project year. The Cycle 11 Project Director, Family Engagement Specialist, and Site Coordinators will draw from prior best practices to RECRUIT and retain students in the program over time. Staff will communicate with GRADE LEVEL CHAIRS (which meet weekly) to target students who have failed or nearly failed state assessments, have a history of absences, or have recently been involved in disciplinary incidents; with PARENTS/CAREGIVERS via formal and informal channels and with STUDENTS to explain program offerings, structures, schedules, opportunities, benefits, and incentives/rewards and to garner support for student and family participation. To further support retention, teachers, project partners, and Site Coordinators within each Advantage Academy school community will recognize and celebrate improvements in attendance, behavior, and academic performance on a monthly basis (and, annually, promotion rates) as further incentive for students to remain involved in program activities. The Project Director and Site Coordinators will conduct student and parent surveys at least once each 9 weeks to determine areas of success and opportunities for improvement. Students who attend a minimum of 90% of each semester will be acknowledged in an attendance celebration and/or special ceremony.

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.

Advantage Academy enrolls approximately 1,200 students across four locations: North Duncanville/SW Dallas, (PK-8) Grand Prairie West (PK-8), Waxahachie (PK-8), and Grand Prairie East (8-12). Each Center has different needs related to grade levels served, yet ALL Centers serve a high-need student population: 80.4% low-income, 87.4% at-risk, and 25.5% ELL--all higher populations than the state averages in each category (60.6%, 50.1%, and 19.5%, respectively). These students need additional ongoing academic supports.

FALL and SPRING: All sites will operate 5 days/week and 15 hours/week for 29 weeks (435 hours). SUMMER: All sites will operate 4 days/week and 16 hours/week for 5 weeks (120 hours). TOTAL per calendar year: 555 hours—equivalent to >74 additional days of instruction per year, which translates to >370 DAYS (or > 2 YEARS) of additional instruction over the life of the 5-year grant period.

The 21st Century Project Director will be hired/designated from within Advantage Academy's trusted cadre of existing leaders thereby ensuring that 21st Century programming, staffing, policies, procedures, and all operations are in full alignment with the school-day initiatives described on page 7. This is the foundation for meeting the MEASURES OF EFFECTIVENESS, SMART goals, and student service targets stated throughout this proposal. Likewise, the hiring/designation of each Site Coordinator (SC) will be approved by the school Principal at that site in consultation with the Project Director (PD) to ensure 1) the SC is a fit for the school culture; and 2) the seamless integration of school and district operations with program implementation. The Project Management Team, described on page 9--PD, 3 SCs, and Family Engagement Specialist (FES) as supported by staff from other key departments--will communicate weekly to share best practices and keep 21st Century implementation progressing along the Quality Assurance Program Stages of Practice rubric from Implementing to Optimizing. Multiple levels of oversight (Superintendent, WHO ELSE, WHO ELSE, Principals, PD, SCs), feedback (student and parent surveys), and support (TEA, Texas ACE monitors and Blueprint, project partners) provide necessary structures for success.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text" 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="719,609"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="270,250"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="449,359"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="1,248"/>
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 _____.

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.	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	\$253,950
3.	Bonus pay for PD, FES, and SCs if program goals are met	\$6,000
4.	Custodial support, 1 per site x 3 (hourly pay)	\$12,240
5.	15% fringe on above items (\$507,190)	\$76,079

Professional and Contracted Services

6.	All contracted service providers for 3 center sites (ex: music, arts, dance, etc.)	\$60,000
7.		0
8.		0
9.		0
10.		0

Supplies and Materials

11.	General office supplies for program implementation	\$6,000
12.	Computer and printers for grant project staff (PD, FES, 3 SCs)	\$7,500
13.	Instructional supplies and materials--ALL (\$15K per center x 3)	\$45,000
14.		0

Other Operating Costs

15.	Travel for staff to attend grant training and state or national conferences on afterschool progr	\$7,000
16.	Mileage reimbursement for Project Director, Family Engagement Spec., and/or Site Coords.	\$840
17.	Transportation for student field trips to colleges/universities, service learning, etc.	\$10,000

Capital Outlay

18.	NONE REQUESTED	0
19.		0
20.		0

Direct and indirect administrative costs: \$69,000

TOTAL GRANT AWARD REQUESTED: \$719,609

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

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"/>	<p>THIS PAGE IS NA - NO AMENDMENTS UNTIL AFTER FUNDING, AND ONLY IF NEEDED.</p>
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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

Center Operations Schedule

County-district number or vendor ID:

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	057806101 *SEE NOTE	North Duncanville/SW Dallas 4009 Joseph Hardin Drive Dallas, TX 75236	0	PK-8	120	60
2	057806101 *SEE NOTE	Grand Prairie West 955 Freetown Grand Prairie, TX 75051	1	PK-7	120	60
3	057806101 *SEE NOTE	Waxahachie 701 U.S. 287 Bypass Waxahachie, TX 75165	0	PK-8	120	60
5						
6						
7						
8						
9						
10						

* Advantage Academy is approved by TEA to have one campus number with 4 campus locations in three different cities. Two school locations are in close proximity to each other; one will act as a feeder to the other. Therefore, the program will operate on three TEA-approved school sites.

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(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.</i>													
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	057806101	Advantage Academy – North Duncanville/SW Dallas 4009 Joseph Hardin Drive Dallas, TX 75236					PK - 8	120	60				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			NA			NA			0				
Fall Term			September 7, 2021			December 16, 2021			13				
Spring Term			January 10, 2022			May 6, 2022			16				
Summer Term			May 30, 2022			July 1, 2022			5				
Total number of weeks:									34				
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			3:15	6:15			3:15	6:15	8:30			2:30	
Tuesday			3:15	6:15			3:15	6:15	8:30			2:30	
Wednesday			2:30	5:30			2:30	5:30	8:30			2:30	
Thursday			3:15	6:15			3:15	6:15	8:30			2:30	
Friday			3:15	6:15			3:15	6:15					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		Advantage Academy is approved by TEA to have one campus number with 4 campus locations in three different cities. Two school locations are in close proximity to each other; one will act as a feeder to the other. Therefore, the program will operate on three TEA-approved school sites.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Selected Saturday events; Field trips to colleges and universities; Field trips to service learning sites. Advantage Academy releases early on Wednesdays for teacher training and collaboration.											
Parent/Legal Guardian Activities		Input and feedback via surveys to establish program offerings; academic support activities; family engagement nights; nutrition and wellness; Food Bank referrals; referrals for financial resources and assistance; financial aid application sessions (FAFSA); college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.											

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	057806101	Advantage Academy, Grand Prairie West 955 Freetown Grand Prairie, TX 75051					PK - 7	120	60				
Feeder	075806101	Advantage Academy, Grand Prairie East 300 W. Pioneer Parkway Grand Prairie, TX 75051					8 - 12						
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>				NA			NA			0			
Fall Term				September 13, 2021			December 17, 2021			13			
Spring Term				January 10, 2022			May 6, 2022			16			
Summer Term				May 30, 2022			July 1, 2 022			5			
Total number of weeks:										34			
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			3:15	6:15			3:15	6:15	8:30			2:30	
Tuesday			3:15	6:15			3:15	6:15	8:30			2:30	
Wednesday			2:30	5:30			2:30	5:30	8:30			2:30	
Thursday			3:15	6:15			3:15	6:15	8:30			2:30	
Friday			3:15	6:15			3:15	6:15					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)			Advantage Academy is approved by TEA to have one campus number with 4 campus locations in three different cities. Two school locations are in close proximity to each other; one will act as a feeder to the other. Therefore, the program will operate on three TEA-approved school sites.										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)			Selected Saturday events; Field trips to colleges and universities; Field trips to service learning sites. Advantage Academy releases students early on Wednesdays for teacher training and collaboration.										

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	057806101	Advantage Academy, Waxahachie 701 U.S. 287 Bypass Waxahachie, TX 75165			PK-8	120	60					
Feeder												
Feeder												
Parent/Legal Guardian Activities		Input and feedback via surveys to establish program offerings; academic support activities; family engagement nights; nutrition and wellness; Food Bank referrals; referrals for financial resources and assistance; financial aid application sessions (FAFSA); college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.										
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>		NA		NA		0						
Fall Term		September 13, 2021		December 17, 2021		13						
Spring Term		January 10, 2022		May 6, 2022		16						
Summer Term		May 30, 2022		July 1, 2022		5						
Total number of weeks:						34						
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			3:15	6:15			3:15	6:15	8:30			2:30
Tuesday			3:15	6:15			3:15	6:15	8:30			2:30
Wednesday			2:30	5:30			2:30	5:30	8:30			2:30
Thursday			3:15	6:15			3:15	6:15	8:30			2:30
Friday												
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)		Advantage Academy is approved by TEA to have one campus number with 4 campus locations in three different cities. Two school locations are in close proximity to each other; one will act as a feeder to the other. Therefore, the program will operate on three TEA-approved school sites.										
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Parent/Legal Guardian Activities	Input and feedback via surveys to establish program offerings; academic support activities; family engagement nights; nutrition and wellness; Food Bank referrals; referrals for financial resources and assistance; financial aid application sessions (FAFSA); college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.
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AREA COMMANDERS

Majors Todd & Bethany Hawks

WAXAHACHIE CORPS OFFICERS

Majors Don & Helene Wildish

To Whom It May Concern:

I am the Director of The Salvation Army Boys & Girls Club of Waxahachie. I am writing this letter to personally recommend Advantage Academy as a recipient of the Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 grant program.

As an after-school program, we would like the opportunity to partner with Advantage Academy. Our program would like to be able to send our club members to their program to fulfill volunteer hours. We would like to present opportunities to the Advantage Academy students to engage in service learning and community outreach with our club members.

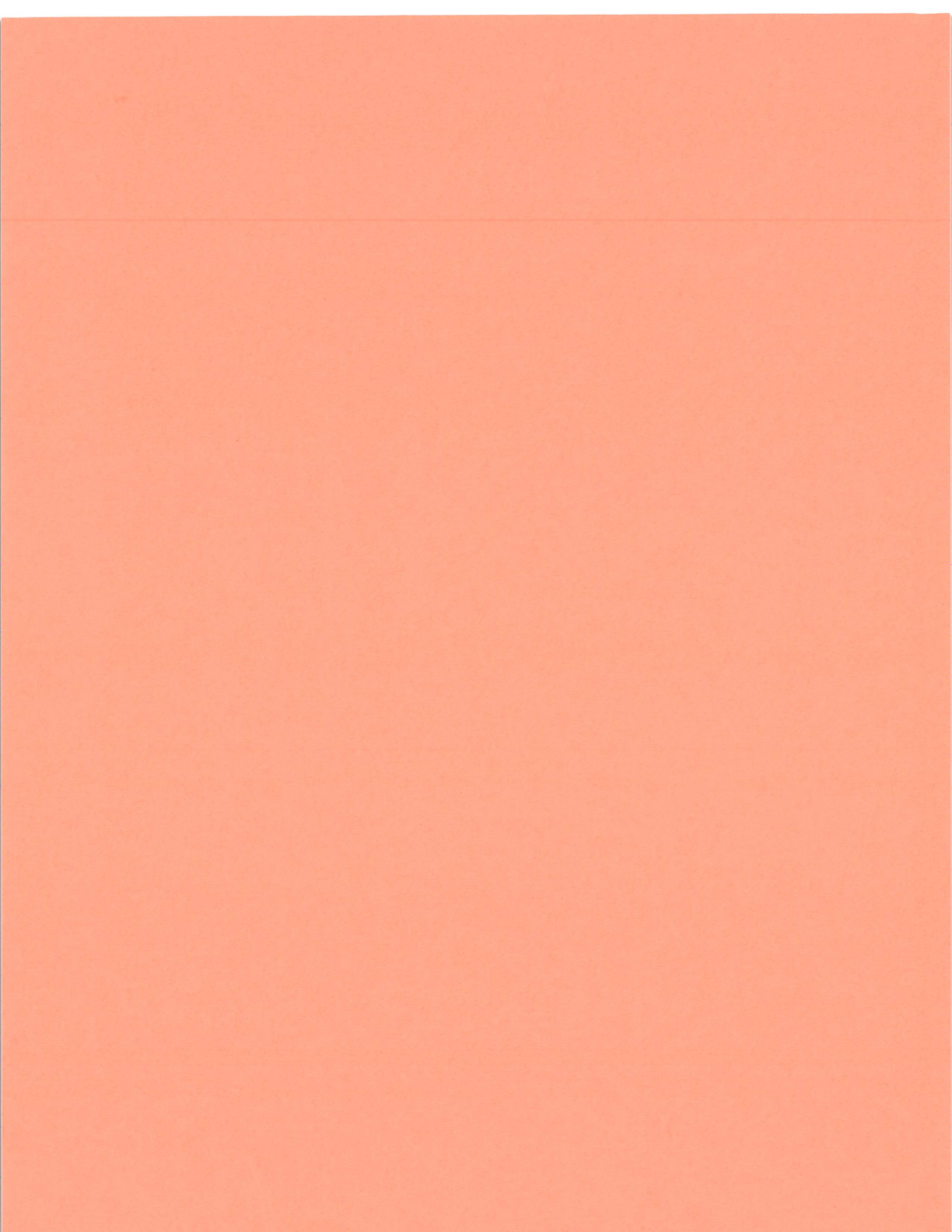
As part of The Salvation Army, we would be able to extend our partnership and refer students to our Angel Tree Program, as well as our Social Service department for financial resources and our food pantry. Our program also offers a Summer Day Camp program and we would like to extend invites to the program to the attendees of the Advantage Academy After School Program.

Sincerely

Teresa Evans

Director

The Salvation Army Boys & Girls Club of Waxahachie



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is between Eagle Advantage Schools, Inc. d/b/a Advantage Academy, non-profit 501(c)3 organization that operates and manages a Texas public charter school through a contract with the Texas Education Agency.

AND

Texas State Technical College (TSTC)
Marcus Balch, Provost
119 North Lowrance Road
Red Oak, Texas 75154
469.820.6794

MISSION, PURPOSE AND SCOPE:

This memorandum is in no way a legally enforceable contract between the aforementioned parties. This is strictly for planning and informational purposes. The mission of the after school program is to partner with other non-profit organizations in order to enrich the K-12 program, which will function at campus locations of the charter school.

This memorandum is intended for the purposes of fulfilling the requirements and expectations of the Nita M. Lowey 21st century Community Learning Centers, Cycle 11 Year 1 grant program, which focuses on an afterschool enrichment program. Both parties agree that this MOU is only in effect if Advantage Academy is approved and funded through the grant program.

Each organization agrees to function within the constraints of the law and within the constraints of each individual 501(c)3 organizational bylaws and purposes. This includes all requirements related to required criminal background checks and fingerprinting requirements for any individuals working directly with Advantage Academy students.

GOALS AND RESPONSIBILITIES OF THE PROGRAM / PARTNERSHIP:

The goal of the program is to provide additional opportunities to enrich the lives of low-income students and families that participate in the afterschool program.

It is the desire of each party that this not be a formal agreement or indenture, but rather an agreement between parties to work together in such a manner that would promote a genuine atmosphere of collaboration in support of the grant and program goals and commitment to the

well-being of students, as well as the well-being of all participants. Both parties agree to maintain a commitment to a safe environment. All parties shall govern themselves in accordance with the laws of the State of Texas.

By partnering with Texas State Technical College (TSTC), Advantage Academy wishes to accomplish the following goals:

- **Create additional opportunities for authentic experiences through virtual or onsite field trips**
- **Create interest among students to pursue higher education that tie specifically to hands-on training through a variety of learning experiences**
- **Stimulate motivation through interaction from prior graduates and professionals from TSTC**

FINANCIAL OBLIGATIONS:

This MOU does not include any financial obligations and both parties agree that any financial obligations that may arise will be established and agreed upon in writing between both parties and signed solely between each representative as listed below and prior to any activities that would require such, prior to encumbering any expenditures. Additionally, in the event of any financial obligation or exchange of any money, additional provisions would apply.

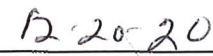
AUTHORIZATION AND EXECUTION:

By signing this agreement, both parties acknowledge that this MOU is for planning toward program goals and objectives and does not constitute a legally binding or enforceable agreement.

This agreement shall be signed by Angela McDonald, CEO/Superintendent of Advantage Academy and Texas State Technical College and shall be effective as of the date of the grant award.



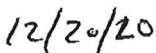
Angela McDonald, Eagle Advantage Schools, Inc.



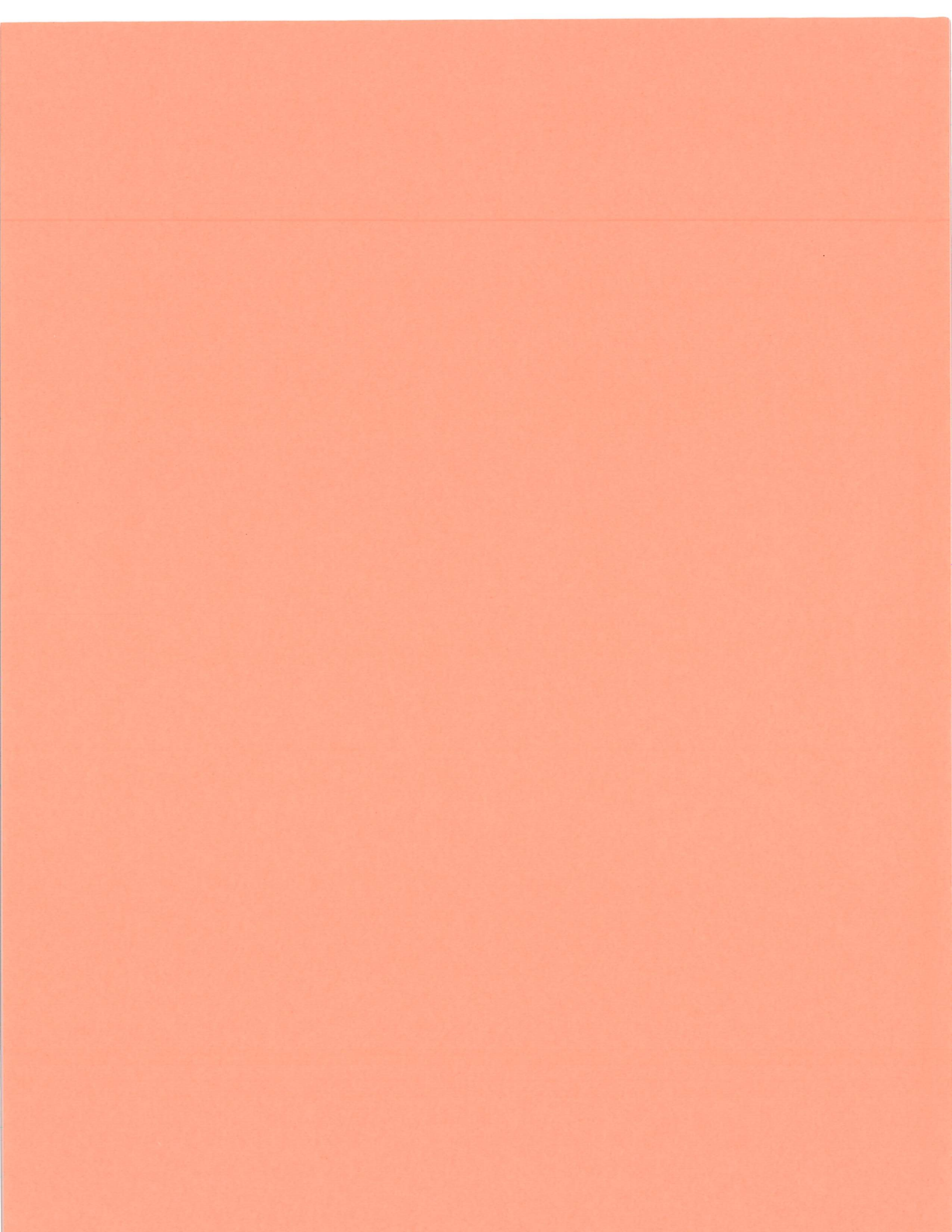
Date



Marcus Balch, TSTC



Date



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is between Eagle Advantage Schools, Inc. d/b/a Advantage Academy, non-profit 501(c)3 organization that operates and manages a Texas public charter school through a contract with the Texas Education Agency.

AND

Intrinsic Foundation (aka IFCares) located at 16475 Dallas Parkway, Ste 170 Addison, TX 75001

MISSION, PURPOSE AND SCOPE:

This memorandum is in no way a legally enforceable contract between the aforementioned parties. This is strictly for planning and informational purposes. The mission of the after school program is to partner with other non-profit organizations in order to enrich the K-12 program, which will function at campus locations of the charter school.

This memorandum is intended for the purposes of fulfilling the requirements and expectations of the Nita M. Lowey 21st century Community Learning Centers, Cycle 11 Year 1 grant program, which focuses on an afterschool enrichment program. Both parties agree that this MOU is only in effect if Advantage Academy is approved and funded through the grant program.

Each organization agrees to function within the constraints of the law and within the constraints of each individual 501(c)3 organizational bylaws and purposes. This includes all requirements related to required criminal background checks and fingerprinting requirements for any individuals working directly with Advantage Academy students.

GOALS AND RESPONSIBILITIES OF THE PROGRAM / PARTNERSHIP:

The goal of the program is to provide additional opportunities to enrich the lives of low-income students and families that participate in the afterschool program.

It is the desire of each party that this not be a formal agreement or indenture, but rather an agreement between parties to work together in such a manner that would promote a genuine atmosphere of collaboration in support of the grant and program goals and commitment to the well-being of students, as well as the well-being of all participants. Both parties agree to maintain a commitment to a safe environment. All parties shall govern themselves in accordance with the laws of the State of Texas.

Advantage Academy desires to partner with IFCares for the 2021/2022 school year for our after school enrichment program, K-12. IFCares will provide the following services to Advantage Academy:

- Establish partnerships with other organizations to provide student enrichment related to the following:
 - Nutrition/exercise, fine arts, computer, tutoring, financial literacy, etc.
 - Specialists in desired areas, as needed
 - Provide snacks and/or supper during the afterschool program and breakfast, snack and/or lunch throughout the summer months

Advantage Academy agrees to work with IFCares to support the goals of the program and to ensure all grant and other program requirement goals are met

FINANCIAL OBLIGATIONS:

This MOU does not include any financial obligations and both parties agree that any financial obligations that may arise will be established and agreed upon in writing between both parties and signed solely between each representative as listed below and prior to any activities that would require such, prior to encumbering any expenditures. Additionally, in the event of any financial obligation or exchange of any money, additional provisions would apply.

AUTHORIZATION AND EXECUTION:

By signing this agreement, both parties acknowledge that this MOU is for planning toward program goals and objectives and does not constitute a legally binding or enforceable agreement.

This agreement shall be signed by Angela McDonald, CEO/Superintendent of Advantage Academy and IFCares and shall be effective as of the date of the grant award.



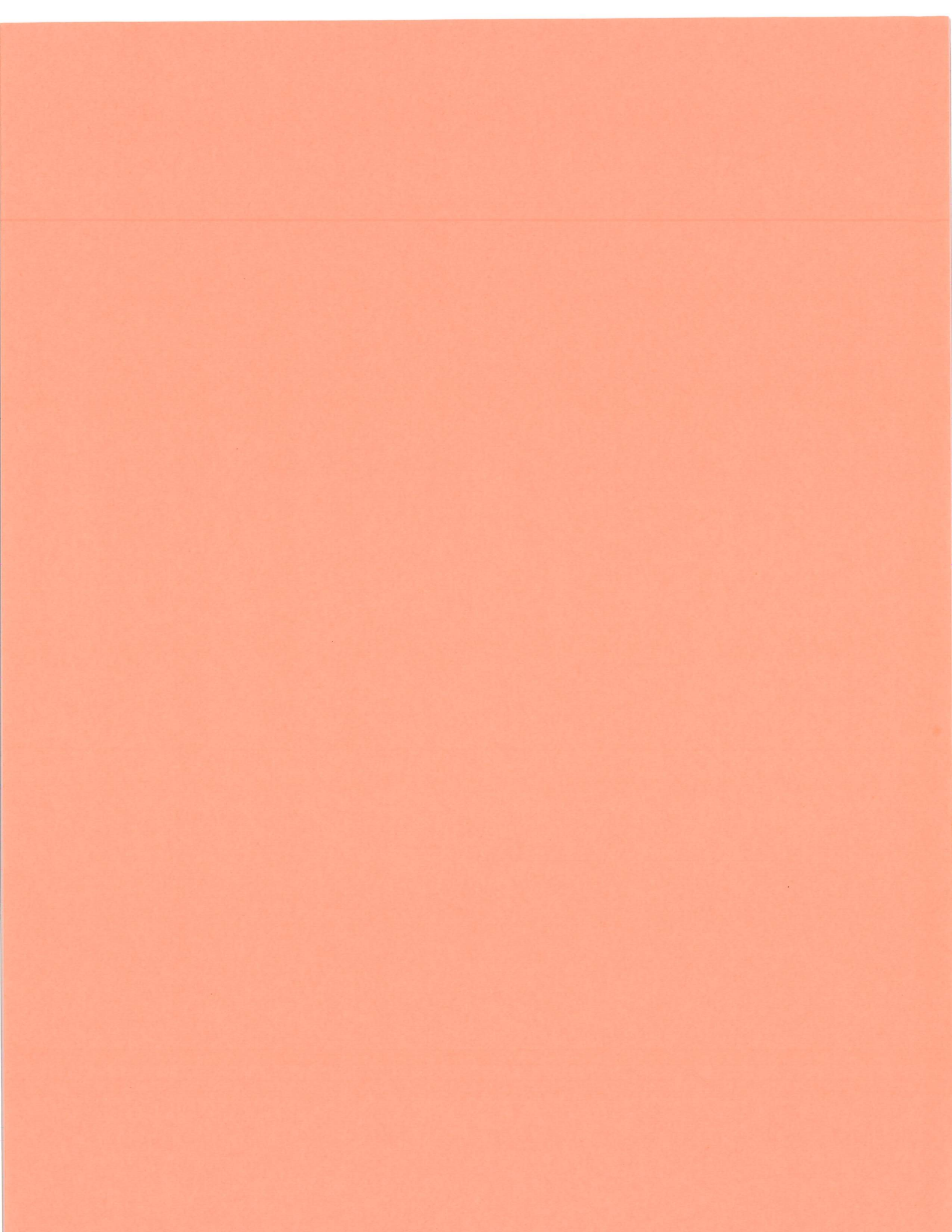
Angela McDonald, Eagle Advantage Schools, Inc.

12-16-20
Date



Kenya Whitaker, Executive Director, Intrinsic Foundation

12/16/2020
Date



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is between Eagle Advantage Schools, Inc. d/b/a Advantage Academy, non-profit 501(c)3 organization that operates and manages a Texas public charter school through a contract with the Texas Education Agency.

AND

Motivated Learning
24552 Raymond Way, No. 1622
Lake Forest, CA 92630

MISSION, PURPOSE AND SCOPE:

This memorandum is in no way a legally enforceable contract between the aforementioned parties. This is strictly for planning and informational purposes. The mission of the after school program is to partner with other non-profit organizations in order to enrich the K-12 program, which will function at campus locations of the charter school.

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Each organization agrees to function within the constraints of the law and within the constraints of each individual 501(c)3 organizational bylaws and purposes. This includes all requirements related to required criminal background checks and fingerprinting requirements for any individuals working directly with Advantage Academy students.

GOALS AND RESPONSIBILITIES OF THE PROGRAM / PARTNERSHIP:

The goal of the program is to provide additional opportunities to enrich the lives of low-income students and families that participate in the afterschool program.

It is the desire of each party that this not be a formal agreement or indenture, but rather an agreement between parties to work together in such a manner that would promote a genuine atmosphere of collaboration in support of the grant and program goals and commitment to the well-being of students, as well as the well-being of all participants. Both parties agree to maintain a commitment to a safe environment. All parties shall govern themselves in accordance with the laws of the State of Texas.

Goals:

By partnering together, Advantage Academy and Motivated Learning will provide training and information to parents to increase parent involvement in both at school and at home learning initiatives, which include, but are not limited to the following objectives:

- The importance of motivating students to learning and living positive character traits and academic achievement
- The importance of parents and families as a key component of a child's education
- Help parents understand how to build positive character traits, including explicit instruction in character traits that align to the Texas Essential Knowledge and Skills
- Provide additional information to parents regarding their rights in a public school

FINANCIAL OBLIGATIONS:

This MOU does not include any financial obligations and both parties agree that any financial obligations that may arise will be established and agreed upon in writing between both parties and signed solely between each representative as listed below and prior to any activities that would require such, prior to encumbering any expenditures. Additionally, in the event of any financial obligation or exchange of any money, additional provisions would apply.

AUTHORIZATION AND EXECUTION:


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This agreement shall be signed by Angela McDonald, CEO/Superintendent of Advantage Academy and Motivated Learning and shall be effective as of the date of the grant award.



Angela McDonald, Superintendent, Advantage Academy

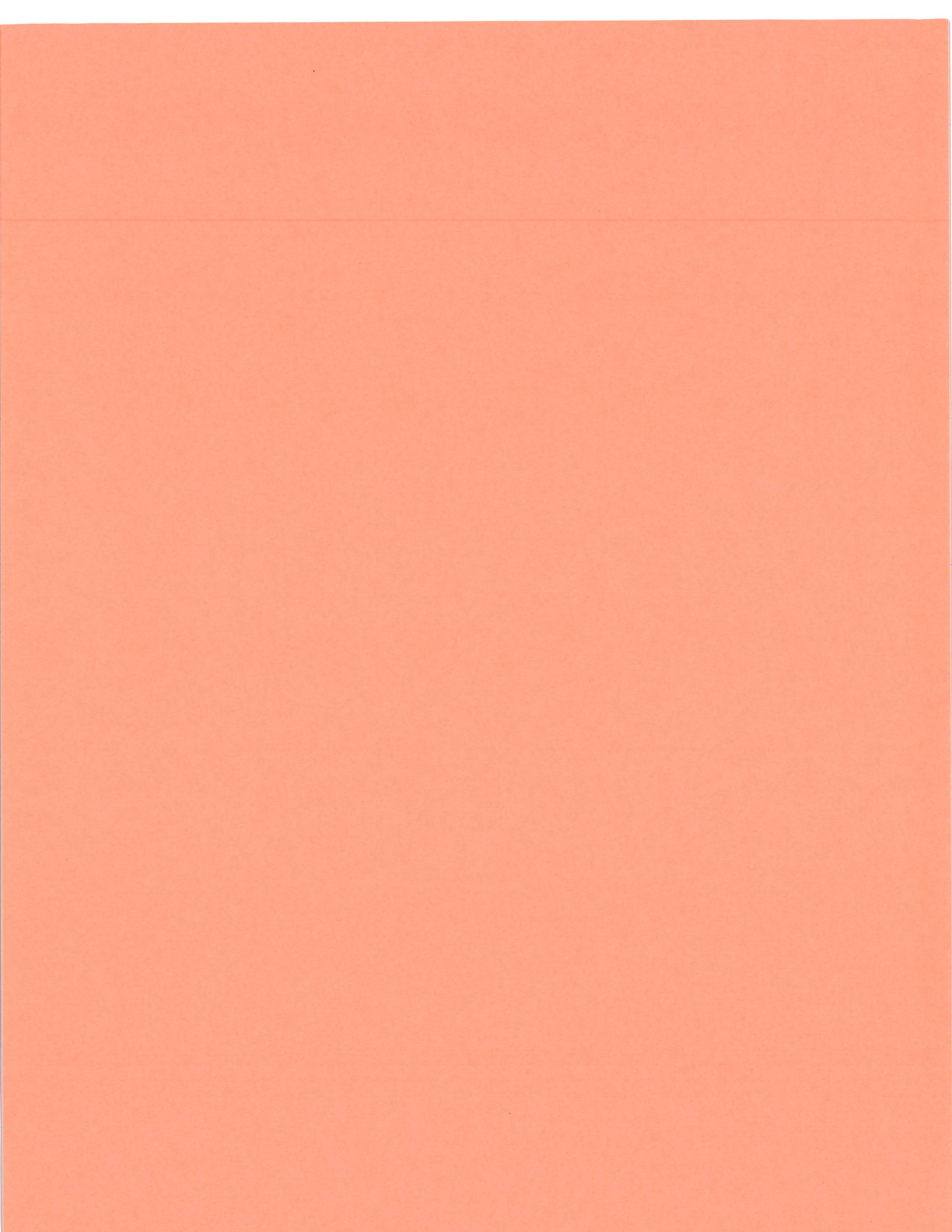
12-16-20
Date



Eric Buhner, President, Motivated Learning

12/16/2020

Date



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is between **Eagle Advantage Schools, Inc. d/b/a Advantage Academy**, non-profit 501(c)3 organization that operates and manages a Texas public charter school through a contract with the Texas Education Agency.

AND

Texas Instruments Incorporated
Eric Batten, Grant Partnership Consultant
13532 N Central Expressway, MS 3819
Dallas, TX 75243
PH: 469-964-6601 EM: ebatten@ti.com

MISSION, PURPOSE AND SCOPE:

This memorandum is in no way a legally enforceable contract between the aforementioned parties. This is strictly for planning and informational purposes. The mission of the afterschool program is to partner with other non-profit organizations in order to enrich the K-12 program, which will function at campus locations of the charter school.

This memorandum is intended for the purposes of fulfilling the requirements and expectations of the Nita M. Lowey 21st century Community Learning Centers, Cycle 11 Year 1 grant program, which focuses on an afterschool enrichment program. Both parties agree that this MOU is only in effect if Advantage Academy is approved and funded through the grant program.

Each organization agrees to function within the constraints of the law and within the constraints of each individual 501(c)3 organizational bylaws and purposes. This includes all requirements related to required criminal background checks and fingerprinting requirements for any individuals working directly with Advantage Academy students.

GOALS AND RESPONSIBILITIES OF THE PROGRAM / PARTNERSHIP:

The goal of the program is to provide additional opportunities to enrich the lives of low-income students and families that participate in the afterschool program.

It is the desire of each party that this not be a formal agreement or indenture, but rather an agreement between parties to work together in such a method that would promote a genuine atmosphere of collaboration in support of the grant and program goals and commitment to the well-being of students, as well as the well-being of all participants. Both parties agree to

maintain a commitment to a safe environment. All parties shall govern themselves in accordance with the laws of the State of Texas.

The purpose and goals of the partnership between Advantage Academy and Texas Instruments is to provide additional opportunities for 7th through 12th grade students to gain real-world experiences for career development through 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 will gain a deeper understanding of how their learning could impact themselves and the world around them.


FINANCIAL OBLIGATIONS:

This MOU does not include any financial obligations, and both parties agree that any financial obligations that may arise will be established and agreed upon in writing between both parties, signed solely between each representative as listed below and prior to any activities that would require such, prior to encumbering any expenditures. Additionally, in the event of any financial obligation or exchange of any money, additional provisions would apply.

AUTHORIZATION AND EXECUTION:

By signing this agreement, both parties acknowledge that this MOU is for planning toward program goals and objectives and does not constitute a legally binding or enforceable agreement.

This agreement shall be signed by Angela McDonald, CEO/Superintendent of Advantage Academy and Texas INSTRUMENTS, and shall be effective as of the date of the grant award.



Angela McDonald, Eagle Advantage Schools, Inc.

12-18-20

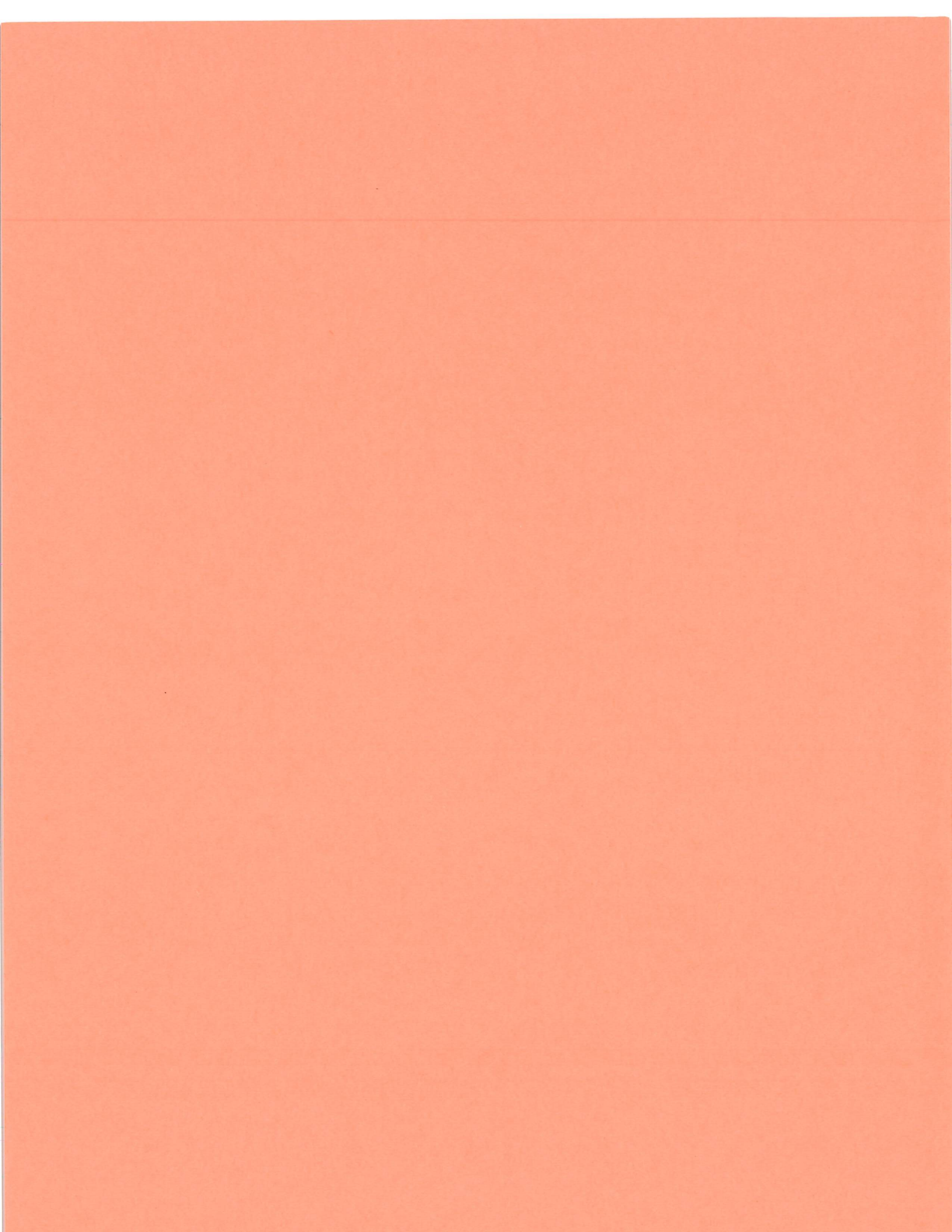
Date



Thomas R. Springmeier, Texas Instruments

12/18/2020

Date



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is between Eagle Advantage Schools, Inc. d/b/a Advantage Academy, non-profit 501(c)3 organization that operates and manages a Texas public charter school through a contract with the Texas Education Agency.

AND

Heart and Home Ministries dba Partnering Pals
P.O. Box 427, Waxahachie, TX 75168

MISSION, PURPOSE AND SCOPE:

This memorandum is in no way a legally enforceable contract between the aforementioned parties. This is strictly for planning and informational purposes. The mission of the after school program is to partner with other non-profit organizations in order to enrich the K-12 program, which will function at campus locations of the charter school.

This memorandum is intended for the purposes of fulfilling the requirements and expectations of the Nita M. Lowey 21st century Community Learning Centers, Cycle 11 Year 1 grant program, which focuses on an afterschool enrichment program. Both parties agree that this MOU is only in effect if Advantage Academy is approved and funded through the grant program.

Each organization agrees to function within the constraints of the law and within the constraints of each individual 501(c)3 organizational bylaws and purposes. This includes all requirements related to required criminal background checks and fingerprinting requirements for any individuals working directly with Advantage Academy students.

GOALS AND RESPONSIBILITIES OF THE PROGRAM / PARTNERSHIP:

The goal of the program is to provide additional opportunities to enrich the lives of low-income students and families that participate in the afterschool program.

Partnering Pals is a mentoring program designed to provide mentors to students, 4th through 8th grade. Students are recommended to the program, based on a variety of factors, including lack of family support and who are exhibiting inappropriate behaviors or lack of academic progress. The goals of the program are:

- Provide educational services for at-risk children, including during before and after school programs

- Provide students of Advantage Academy with a caring adult who spends time with them, two times per month, at the school to help with homework, social issues, or just providing a listening ear from a caring adult.
- Works with parents/families on a one-to-on basis to help link additional support, as needed, including teaching parents how to better support their children academically, socially and emotionally; and how to advocate for their child.

It is the desire of each party that this not be a formal agreement or indenture, but rather an agreement between parties to work together in such a manager that would promote a genuine atmosphere of collaboration in support of the grant and program goals and commitment to the well-being of students, as well as the well-being of all participants. Both parties agree to maintain a commitment to a safe environment. All parties shall govern themselves in accordance with the laws of the State of Texas.

FINANCIAL OBLIGATIONS:

This MOU does not include any financial obligations and both parties agree that any financial obligations that may arise will be established and agreed upon in writing between both parties and signed solely between each representative as listed below and prior to any activities that would require such, prior to encumbering any expenditures. Additionally, in the event of any financial obligation or exchange of any money, additional provisions would apply.

AUTHORIZATION AND EXECUTION:

By signing this agreement, both parties acknowledge that this MOU is for planning toward program goals and objectives and does not constitute a legally binding or enforceable agreement.

This agreement shall be signed by Angela McDonald, CEO/Superintendent of Advantage Academy and Heart & Home Ministries d/b/a Partnering Pals and shall be effective as of the date of the grant award.

Angela McDonald
Angela McDonald, Eagle Advantage Schools, Inc.

12-8-20
Date

Heidi Dollar
Heidi Dollar, Heart & Home Ministries/Partnering Pals

12/8/20
Date

