



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

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

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 08/01/2023 to 07/31/2024 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): N/A

1. Applicant Information

Name of organization Waxahachie Faith Family Academy
Campus name Multiple Campuses CDN 070801 Vendor ID 06-1689571 ESC 10 UEI
Address 1608 Osprey Drive City Desoto ZIP TX Phone 75115
Primary Contact Dr. Amanda Subjinski Email asubjinski@faithfamilyacademy.org Phone 972-224-4110
Secondary Contact Dr. Shirley Heitzman Email sheitzman@faithfamilyacademy.org Phone 972-802-4818

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
General Provisions and Assurances
Application-Specific Provisions and Assurances
Debarment and Suspension Certification
Lobbying Certification
ESSA Provisions and Assurances requirements

Authorized Official Name Dr. Mollie Mozley Title Superintendent Email mjpurcell@faithfamilyacademy.org

Phone 972-224-4110 Signature Date 01/23/2023

Grant Writer Name Dr. Shirley Heitzman Signature Date 01/23/2023

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

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RFA/SAS # 701-23-106/180-24

2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1

**3. Shared Services Arrangements**

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

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

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

**4. Identify/Address Needs**

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

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

Faith Family Academy (FFA), an open-enrollment charter school, is jointly submitting this application with several experienced non-profit partners (Junior Players, Bricks4Kidz, Big Brothers/Big Sisters, and The Concilio Parent Partners) in order to significantly expand accessibility to evidence-based afterschool and summer programming to the highest-need students and families in schools and communities who would not otherwise be served. If funded, this project will provide critical targeted academic interventions and High-Impact Tutoring using High-Quality Instructional Materials; enrichment activities that increase student engagement; and effective parent/family engagement. This project targets services to students and families at two campuses with some of the highest concentrations of students at risk of academic failure in North Texas. FFA serves 2,582 PreK-12 students at 2 campuses: the FFA Oak Cliff Campus (FFA-OC) with 2,325 PreK-12 students and the Faith Family MASTER Academy in Waxahachie (FFA-WAX) with 257 PreK-8 students. Although FFA was an “A” rated campus until Fall of 2022, COVID-19 wreaked havoc on student academic achievement, and despite significant efforts to provide students ongoing academic interventions and supports during the COVID-19 pandemic, the district dropped to a Not Rated status. While the existing 21st CCLC – Cycle 10 ACE Centers improved student achievement, attendance, and behavior for participating students, the program capacity is too small to impact FFA’s increased need. Based on FFA’s current academic need, leadership, principals, and teachers are all involved in deep data dives to understand the root causes of gaps in achievement and provide urgent and critical supports to improve individual and campus student achievement. Securing additional time through afterschool programming and summer school days is a critical part of these efforts. The FFA Needs Assessment (FFA-NA) reviews reveal that students at ALL GRADE LEVELS K-12 suffered from learning loss due to the COVID-19 pandemic, especially in math, similar to statewide trends. In 21-22, only 47% of students met standard on state performance exams, with only 19% at Meets/Masters. 54% of students at FFA-OC and 38% at FFA-WAX need accelerated learning support through HB4545. Students at younger grades lost ground gaining foundational skills in reading and math and need intensive and significant supports to gain ground. The FFA-NA included review of existing District & Campus Needs Assessments & Improvement Plans; student data (STAAR/EOC, ITBS/Attendance rates/Chronic Absenteeism from the (2021-2022 TAPR); Annual School Climate Survey Data, Quality Assurance Process feedback, voice & choice surveys & satisfaction survey data. Recent surveys revealed that many more parents are interested in having their students participate in the afterschool/summer program but would only be able to do so if ALL students in their family could participate. Most families have students in multiple grades, e.g.1,3,7,10). This project is requesting a significant increase in the Grades Served (K-12 vs. 2-8) and Number of Students served (250 to 405) from the existing Cycle 10 ACE Centers. This project targets 25% of students in Grades K-5 (45 students/grade) to re-build foundational skills in reading and math, and 10% of students Grades 6-12 (25 students/grade 6-8; 15 students/grade 9-12 to provide even further assistance to secondary students in addition to double-blocked intervention sections during the day. This is a total of 15% of total school population: 330 students at FFA-OC and 75 students at FFA-WAX (405).

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**5. Measurable Goals and Progress**

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

Benchmark 1: Recruiting/Retaining Students. 405 FFA K-12 students at academic risk in reading/and or math will have attended 60+ days of high-quality afterschool academic and enrichment programming (15% of total school population): 330 K-12 students at FFA-OC and 75 K-8 students at FFA-WAX by July 2024. Starting August 2023 – December 2023, at least 250 K-12 students (retention 87% = 212 total) at FFA-OC and at least 55 K-8 students (retention 87% = 48 total) at FFA-WAX will have enrolled & attended 60+ days at the FFA ACE Centers; starting January 2024 – May 2024, an additional 135 (retention 87% = 118 total) FFA-OC K-12 students and an additional 31 K-8 students at FFA-WAX (retention 87% = 27 students) will have enrolled & attended 60+ days at the FFA ACE Centers. (30 days for HIT). Annual: FFA-OC: 212+118 = 330; FFA-WAX: 48+27 = 75. Summer School: By May 2024: Recruit 225 FFA K-12 students to participate in 25 days/7 hours/day Summer School (SS) (87% retention = 195 total) FFA-OC: 165; FFA-WAX 30. By August 2023, Administer voice & choice student/family survey to incorporate student and community interests. Benchmark 2: Engaging with Adult Family Members. By August 2023, a comprehensive, year-long calendar of 10 monthly parent/family engagement events/activities will be developed, and a partnership agreement with a high-quality parent provider will be signed. In order to meet the needs of working families, parent/family activities will take place on days and times indicated through needs assessment data as most accessible to parents and families, such as evenings and Saturdays; will be offered in English and Spanish; may be offered in-person or virtually; and will provide child-care (in-kind) to increase accessibility. (See Section 8.4 for student & parent recruiting strategies (B1 & B2). Benchmark 3. Ensure Strong Program Operations. June 2023. FFA will hire a Project Management Team (PMT) to ensure strong program operations. The PMT will include: 1 full-time Project Director (PD) to oversee the implementation, management, and administration of the FFA ACE Centers, as well as supervise the activities of 2 full-time Site Coordinators (SCs) (1 per campus) and a half-time (.5FTE) bilingual Family Engagement Specialist (FES). The SCs will manage the day-to-day operations of FFA ACE Centers at each campus. The FES will coordinate parent and family engagement programming at both campuses. Benchmark 4. Recruiting Staff. By July 2023, the PD will work closely with the Chief Academic Officer, Chief Financial Officer, and Assistant Superintendent of Human Resources to incentivize and recruit high-quality staff for the 2023-2024 FFA ACE Afterschool (AS) & Summer School (SS) programs. AS: 33 teachers (FFA-OC) and 8 teachers (FFA-WAX) for academic interventions & HIT; 11 staff (FFA-OC) and 2 staff (FFA-WAX) for enrichment activities (approximately 50% of participants). Obtain partnership agreements with high-quality, engaging enrichment partners to for additional 50% of students in Fine Arts, STEM, mentoring, and other enrichment activities. SS: November 2023: Set staff recruiting targets for SS (6 teachers/6 aides for FFA-OC; 2 teachers/2 aides FFA-WAX). By August 2023 (AS)/May 2024 (SS), the PD will provide training to project staff in areas critical to implementing a high-quality TX ACE Center, including: High Quality Instructional Materials; High-Impact Tutoring; establishing positive, caring relationships with students; socio-emotional and positive relationship and skill building curricula, e. g. CHARACTER COUNTS! and others; effective volunteer management. Benchmark 5: Aligning with the School Day. By July 2023, FFA will establish a Project Leadership Team (PLT) that meets regularly to ensure project activities are aligned with the school day. The PLT will include: the PD, FES, SCs, Chief Academic Officer, campus principals and staff, instructional specialists, Bilingual Specialists, and SPED staff. The PLT will work closely to align afterschool & summer school activities to school-day activities, calendars and schedules, including aligning HQIM & HIT materials and training for targeted academic interventions, and aligning enrichment activities with school values, socio-emotional curricula and character education themes, and cultural observance celebrations. Benchmark 6. Monitor Fidelity of Program Implementation. See Section 6 for detailed information. In addition, by October 2023, a Community Advisory Council, chaired by the PD, will be established and meet quarterly to review program data to ensure program effectiveness, improve program quality, and increase partners' support.

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**6. Project Evaluation and Modification**

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

FFA ACE Centers will use the continuous improvement cycle (Develop, Assess, Review) established in the Texas ACE Local Evaluation Guide and the Texas ACE Local Evaluation Toolkit to use formative & summative data in a continuous improvement process to modify and improve program strategies/activities to achieve project goals. To achieve optimal operations and improve outcomes for students, FFA will rely heavily on the Texas ACE Capacity Development Process (CDP) and Texas ACE Quality Assurance Process Indicators (Qis) to gain project feedback and develop specific Action Plans that improve program operations and outcomes. FFA will establish a Project Evaluation Team (PET), composed of the PMT, campus principals, and other district leaders, e. g. Chief Academic & Accountability Officer, to collaboratively DEVELOP the grant logic model, evaluation plan (including key formative and summative indicators, in alignment with the CDP/QAP). Working with the PMT and PLT, the PD will develop a project implementation plan/rubric, with key project benchmarks, indicators and outcomes, deadlines, and staff roles and responsibilities. The PET will develop a project data collection plan for key formative and summative indicators, e. g surveys, student recruitment, attendance & achievement data, and implementation benchmarks, to be able to ASSESS program progress and implementation fidelity on a regular basis. As a part of the assessment process, the PMT will collect and submit Quality Indicator process information as a part of the CDP/QAP process in Fall, Winter, Spring to receive feedback from trained monitors on FFA level of implementation (Implementing, Progressing, Optimizing). The PET will meet at least monthly to review key project benchmarks, indicators and outcomes, deadlines, and staff roles/responsibilities; identify program-wide needs, strategies, challenges, and solutions; and monitor and adjust program activities as determined by data-indicated need. The PMT and PET will use the feedback from CDP/QAP/Qis to REVIEW project progress and develop revised Action Plans to specifically address identified areas of improvement and accomplish grant goals/objectives.

**7. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21<sup>st</sup> CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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**8. Statutory/Program Requirements**

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

The FFA ACE Centers will significantly improve academic performance in reading and math, improve school-day attendance and engagement in learning, and improve family engagement by providing: (a) targeted academic support through the use of High Quality Instructional Materials (HQIM), High-Impact Tutoring (HIT), aligned to school-day academic activities; (b) engaging enrichment activities based on student interests that build confidence and give every student the opportunity to dream beyond that which they know today; (c) interesting and accessible parent and family engagement and activities and events that equip parents with the knowledge and tools to help their children achieve academic success, empower them to partner with FFA staff, and ultimately help their children go on to college or other higher education. **TARGETED ACADEMIC INTERVENTIONS/HIT/HQIM.** FFA students participating in the FFA ACE Centers will significantly improve academic performance in reading and math by receiving the benefits of targeted academic interventions combined with High-Impact Tutoring (HIT) and High Quality Instructional Materials (HQIM) aligned to school-day academic activities. FFA ACE Centers will employ FFA certified teachers, including SPED teachers, or other highly-qualified staff. Targeted academic intervention will be at a 1:10 ratio with a licensed teacher; to decrease the teacher:student ratio to meet HIT requirements, the program will utilize a station-rotation model during the targeted academic intervention period. During station-rotations, students will meet for High-Impact Tutoring with the teacher, (1:3 ratio) for at least 30 minutes. During this time other students may work at an independent practice station utilizing an online High-Quality Instructional Material (which may also be a HIT), e. g. Zearn; or do independent practice and/or group work. FFA ACE Centers will utilize HQIM that are aligned with both TEKS and research on teaching and learning. FFA will use the following TEA-Approved Afterschool/Summer HQIM Materials: AmplifyClass (HQIM/HIT, Reading, K-5); Amplify Reading (HQIM, Reading, 6-8); Zearn (HQIM/HIT, Math, K-8); Achieve 3000 (HQIM, Reading 9-12); Carnegie Mathia (HQIM, Math, 9-12). **ENGAGING ENRICHMENT ACTIVITIES.** Engaging enrichment activities will provide students exposure to new possibilities and cultivate creative and technical practices through the arts, STEM, and other hands-on learning experiences linked to the academic curriculum. FFA will partner with Junior Players, an experienced fine arts afterschool enrichment provider to provide grade-appropriate out-of-school time arts enrichment classes for all grade levels K-12, taught by professionals in their own fields. Junior Players will offer a variety of arts classes by grade level bands, e. g. K-2, 3-5, 6-8, and 9-12. Based on student interest, classes may include: Discover Art: Visual Art (2D & 3D); Discover Dance (ballet-folklorico, hip-hop, flamenco, tap); music, storytelling, Building Beats (Elementary); and photography, film, creative writing, and theater (Secondary). Junior Players will work with students over the semester to build creative and technical skills, and produce artistic work or creative production by the end of the semester. The program will also offer Bricks4Kidz, a nationally-recognized STEM-based learning-enrichment program where students learn the fundamentals of S.T.E.M. (science, technology, engineering and mathematics) through hands-on activities that engage student’s curiosity and creativity. Students will build socio-emotional and pro-social skills utilizing **CHARACTER COUNTS!** curriculum and participation in student-researched and led community service and service-learning projects. A major part of the ACE Program is ensuring that students develop relationships with a caring adult. The project will expand an existing partnership with Big Brothers/Big Sisters Lone Star to provide mentoring activities and youth development activities to students afterschool. The project will provide opportunities for middle and high school students to participate in college and career preparation activities, such as SAT preparation, industry guest speakers, or take classes such as financial literacy, internet safety, and more. Students will gain exposure to new interests through clubs based on student and community interest, e. g. gardening, competitive games or book club. Customization of each program will take place at the beginning and the end of each term (Fall, Spring, Summer) from new student and community voice and choice interest surveys. **FAMILY ENGAGEMENT.** The FFA ACE Centers will significantly improve family engagement by providing interesting and accessible parent and family engagement activities, incorporating parent/family engagement activities based on Joyce Epstein’s research on highly effective parental engagement activities. The FES will create events and activities that involve families with learning activities at home, such as a Math & Literacy Night that shows parents how to access High-Quality Instructional Parent Materials or offers parents the opportunity to complete an activity with their child to proudly display on campus. In addition, the FFA ACE Centers will provide culturally and linguistically responsive training through The Concilio’s Parents Advocating for Student Excellence (PASE) program which equips families with the knowledge and tools to achieve academic success and develops parent leadership and advocacy.

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

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

The FFA ACE Centers are based upon a comprehensive array of best practices based on research from high-quality afterschool and summer programs, evidence-based academic and enrichment strategies, and research-based parent/family engagement and involvement strategies. Consistent participation in high-quality afterschool programs has been shown to help students improve their work habits and demonstrate higher levels of persistence, and help to close the achievement gap that exists between children from low-income families and their more affluent peers (Afterschool Alliance, 2016). FFA ACE Centers will utilize research-based strategies for targeted academic interventions, HIT, and HQIM to provide high-impact academic interventions. These include: 1) A well-trained, consistent teacher skilled at relationship building; 2) High-quality instructional materials aligned with both TEKS and research on teaching and learning; and 3) Small Group with no greater than 1:3 ratio for at least 30 minutes for 3 times/week for sustained support. FFA ACE project staff will utilize research-based instructional model to develop and implement high-quality enrichment activities and lessons, including: the 5E's Instructional Model, Intentional Program Design, and Project-Based Learning strategies. FFA ACE Project staff will take advantage of free and available TEA research-based instructional materials, as well as guidance on embedding academics into enrichment activities and incorporating student voice and choice. Research shows that social-emotional skill-building activities like CHARACTER COUNTS! and mentoring and youth development activities increases academic scores, increases pro-social values, decreases hurtful & anti-social behavior and physical violence, and improves school climate. Researchers have also found that there is a positive relationship between children's school success and their parents' involvement in their education. Children whose parents are involved in their education do better across various developmental domains, including increased cognitive and emotional development (Harper & Pelletier, 2010). The Family Engagement Specialist will incorporate parent and family engagement activities based on Joyce Epstein's seminal and abiding research on effective parental engagement/involvement activities.

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

All FFA ACE afterschool/summer school program activities will occur in a safe environment at the FFA-OC and FFA-WAX campuses. FFA-OC is a PK-12 campus; FFA-WAX is a PK-8 campus. Since program activities will be offered at the students' home campuses of record, they will not have to be transported to an alternate site to attend the afterschool/summer school programs. On-site programming is a major benefit to families who attend the school, who will be able to have all the students in their family attend the program. At school dismissal, students will leave their regular classroom and go straight to the appointed check-in areas at the FFA ACE Center. All students will be checked in/out electronically every day for immediate, real-time tracking to improve the accuracy of data tracking and minimize administrative data entry. At FFA-OC, where busing is not provided, the majority of parents are used to dropping off their children at school in the morning and picking up their children afterschool. At FFA-WAX, transportation is a combination of parent dropoff/pickup, and busing. Parents at both campuses have indicated that a later pickup time due to an afterschool program may be beneficial, allowing more parents to pick up their children than at a regular dismissal time, as afterschool dismissal times more closely aligns with 8-5 standard employment hours. This fits with national research that shows that afterschool programs help low-income parents maintain employment (Afterschool Alliance, 2016). In order to ensure that students at FFA-WAX with the greatest academic need who normally ride a bus to school are not prevented from attending the program due to lack of transportation, funding for transportation for a late bus is included in the budget. For students who do not walk home, take the bus, or have verified carpool arrangements on file, parents will be required to sign their child/children out when they arrive to pick them up. For students who walk home or take public transportation, FFA has policies and procedures to address children not being picked up by their parents to ensure their safety after hours. These accommodations will be made on a student by student basis. Site Coordinators will monitor the sign-in/sign-out, student walkers, and parent pickup at each campus during program hours to ensure all students arrive and leave campus in a safe manner and are released to parent/guardian on the approved sign out sheet.

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

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

FFA has a strong communications & marketing department, and numerous avenues to effectively disseminate information about the FFA ACE Centers. The PD, SCs, FES, and FFA Executive Director of Communication will lead efforts to proactively share program information and recruit 405 students into the program; share program opportunities with staff and volunteers; engage parents in high-quality parent involvement activities; and share program successes with the school community. FFA will utilize the Texas ACE Brand Guide, Texas ACE Messaging Guide, and Texas ACE Promotional Toolkit to quickly and easily develop high-quality, on-brand outreach materials and messages to share FFA's local story and produce effective communication materials that reach students, parents, teachers, partners, volunteers, and the media. In order to effectively recruit students/families to the program, the PMT will share information about the purpose/benefits of the program to eligible students and families in English and Spanish, including information about eligibility for ALL grade levels K-12; high-quality enrichment activities and academic supports; and the days, hours and location of each center. Program information about the FFA ACE Centers will be distributed at both campuses via flyers and weekly parent newsletters (English & Spanish; electronic & paper); district website; social media channels (Facebook, Instagram, Twitter); announcements made during parent meetings; mass communication calls/texts through the district call-out/text system; and targeted phone calls. The project will use the same multiple communications channels to recruit 250 parents/family members to parent education programs, such as The Concilio's "Parent's Advocating for Student Excellence" (PASE) program, that equips families with the knowledge and tools to achieve academic success. Engaging monthly parent/family involvement events will allow program staff a place to communicate with families about the program and student progress; provide culturally and linguistically responsive training and resources to help parents engage in their children's education and career readiness; and recruit new students/families into the program.

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

Volunteers are critical to the success and long-term sustainability of FFA ACE Centers. FFA has developed a broad variety of internal and external partners that support academic and expand enrichment programming at all grade levels to "Bring Lessons to Life for Texas Students". The involvement of Family Academy high school students and alumni, parents, and community, business, civic, and faith-based partners will expand and enhance support in the community, leading to additional volunteer, partner, and financial support critical to support the long-term sustainability of the project. These volunteers include high school students and alumni, parents, Faith Family Education Foundation members, and additional community, business, civic, and faith-based partners. FFA has a strong high school community service program, including a requirement for all high school students to perform at least 100 hours of community service before they graduate; as a result, FFA high school students are routinely seeking meaningful volunteer activities. FFA is also training Future Educators (9-12) through its Education & Training Endorsement Pathway, and has 20+ students in the Texas Association of Future Educators Chapter who will be able to serve as volunteers. High school students will be recruited and offered volunteer opportunities to assist with the project's academic and enrichment activities, such recreation/sports, artistic (dance, theater, music), and student leadership activities. FFA will use partnerships with numerous business, civic, higher education, and community organizations to expand volunteer involvement including: the Rotary Club of Dallas, Big Brothers/Big Sisters, Dallas Fire & Rescue, Dallas Police Department, Dallas College, local e-Sports and technology companies. Volunteers from local and regional businesses and international civic organizations, such as Rotary International add real-life perspectives and workforce readiness to global responsibility and service learning enrichment activities. To ensure student safety, FFA will use approved policies and procedures to provide required criminal background checks and training for all volunteers before working in FFA ACE Centers.

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

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

To ensure appropriate, safe, and equipped facilities and the success of the project, FFA will contribute significant additional human, financial facilities/infrastructure, technology, and volunteer resources to the project; and coordinate district, community, state, and federal resources, such as food services, security, health services, Bilingual/EL, and special education resources to support the project. FFA will provide use of facilities and classrooms at no-cost. FFA will provide: Facilities: classrooms, campus gyms and athletic facilities, and computer labs; Technology: hardware and connectivity, servers, routers, and wireless connectivity, desktops, laptops, tablets, and handheld devices for implementation of High-Quality Instructional Materials and High-Impact Tutoring materials; printers, cameras, projectors for Enrichment Activities; Safety and security: Extra-duty hours for staff, fencing and external facility security upgrades, new security cameras, keyless entry, and alarm systems, handheld radios, volunteer check-in/background scan via Raptor (\$410,500). Food Services: National School Lunch/Supper Program for afterschool & summer school programs (\$359,184); Health Services: Extra-duty pay for health services staff afterschool/summer school (\$59,850). Staff instructional specialists, Bilingual Specialists, and SPED staff will work with FFA ACE staff to identify student needs during Professional Learning Communities (PLCs) and ensure coordination of academic interventions for FFA ACE students. As a part of these efforts the district invests \$225,873 in curriculum and instructional materials. Coordinated funding also includes instructional specialists and new teacher support (\$86,844), Bilingual/EL Specialists (\$25,700), and SPED staff (\$75,547). 30 minutes of afterschool teacher academic supports time is supported by the district (\$95,325). Summer school teachers will be supported by \$52,812 in ADSY funds. Assessment/Accountability staff will support project data collection, reporting, and evaluation requirements (\$9,865). Volunteer support is estimated to contribute \$61,125. The total amount of federal, state, and local program dollars that will be coordinated with the 21st CCLC grant funds is \$1,339,700 with total program cost of \$2,339,299. The \$999,600 grant request accounts for only 42.73% of the total overall program cost.

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

FFA is deeply committed to the long-term sustainability of this project and will work with district leaders, project staff, and partners to identify additional long-term sources of support. FFA ACE Centers have been designed from the start to lay a strong foundation for sustainability by leveraging existing significant state, federal, and local in-kind funding to underwrite key costs, including personnel, technology, safety & security, and facilities/operations costs, and coordinates the use of local and state funding, grants from the state (ADSY) and federal Title I, II, III, IV, and ESSER funds. Requested funding for the project is only 42.73% of total project costs of \$2,339,299 (district in-kind \$1,339,700). Increased state funding due to increased attendance could provide additional long-term funding (potentially around \$225,000/year if an additional 375 students added 12 days). Research found that students participating in programs for 60 days or more attended school up to 17 more days than their peers who did not attend afterschool programs (Afterschool Alliance, 2020). The Project Director (PD) will coordinate efforts with the Project Management Team (PMT), Community Advisory Council (CAC), CFO, Asst. Supt. of Development (ASD), and the Faith Family Education Foundation, to engage in a comprehensive sustainability plan to ensure the financial, volunteer, and human capital resources needed to sustain programming. FFA has a strong history of partnerships in the community and will collaborate with project leadership to identify new and emerging partnership opportunities that could support the continuation of project activities. The PD, in collaboration with the PMT and the CAC, will develop a detailed partnership expansion, communications, and fundraising plan to engage key community supporters and secure additional resources expand new partnerships that support the continuation of academic, enrichment, parent and family, and college and career readiness activities after the grant period is finished, as well as work with the Faith Family Education Foundation to engage its board members in identifying new partners and donors in the community to support continuation efforts. The district's ASD will aggressively pursue additional corporate, foundation, and government grant funding opportunities to sustain program activities. The PD will regularly update the sustainability plan, including secured commitments of continuation funding.

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

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership
- The applicant is unable to partner

Faith Family Academy (FFA), an open-enrollment charter school, is jointly submitting this application with several experienced non-profit partners (Junior Players, Bricks4Kidz, Big Brothers/Big Sisters, and The Concilio Parent Partners) in order to significantly expand accessibility to evidence-based afterschool and summer programming to the highest-need students and families in schools and communities who would not otherwise be served. These partners will provide regular, high-quality, engaging enrichment activities in the fine arts (Junior Players), hands-on STEM activities (Bricks4Kids), mentoring/youth development activities (Big Brothers/Big Sisters Lone Star), and parent education (The Concilio Parent Partners). All anchor partners are locally and/or nationally recognized, have significant expertise in their fields, and have the capacity to rapidly recruit and retain staff for project activities upon receipt of a grant award. These partnerships expand the scope of both organizations to achieve shared goals, of supporting students and families in their community. These partners have broad scope relationships with FFA, will serve on the Community Advisory Committee, and support program sustainability. Junior Players is experienced in providing after-school arts enrichment for all grade levels, taught by Teaching Artists in their own fields. Junior Players has the capacity not just to offer arts classes and workshops during afterschool hours, but to create a sequenced afterschool art curriculum that would allow students to gain exposure across multiple arts forms, but also deepen their exposure and artistic knowledge in arts courses in the second semester that built upon arts courses taken in the first semester. For example, secondary students who take a Photography class in Fall Semester can create stories in Spring Semester Creative Writing from the pictures they took in the fall. In addition, fall semester arts workshop could focus on "individual" skills, and second semester workshops could focus on "group" skills and projects. For example, K-2 students who learned 2D Art, drawing and painting skills in the first semester, would move to creating 3D Art, clay and crafts group project in the spring semester. This process will increase retention and help students look forward to each class in each semester but also year to year as they see how the building blocks fit. In addition, as a part of the ACE Program, Junior Players Teaching Artists will meet with FFA Fine Arts and secondary CTE teachers so that afterschool and summer school arts classes extend and expand Fine Arts and CTE classes (e. g. Graphic Design/Digital Media, Photography) that are taught during the school day. In addition, Junior Players' Teaching Artists will provide professional development opportunities in the Fine Arts to FFA Fine Arts and CTE teachers through co-teaching opportunities in the afterschool and summer school programs. Over time, this collaboration between the school day and afterschool/summer school program will give the school an "arts vocabulary" that can be shared in the halls and from family member to family member regardless of grade. Bricks4Kidz is a nationally-recognized STEM-based learning-enrichment program where students learn the fundamentals of S.T.E.M. (science, technology, engineering and mathematics) through hands-on activities that engage student's curiosity and creativity. Big Brothers/Big Sisters Lone Star is a nationally-known organization providing mentoring and youth development services to youth. The Concilio is a non-profit parent education and advocacy organization that has served over 11,000 families and 24 school districts in the greater Dallas area for over 30 years, providing research-based parent education advocacy programs such as Parents Advocating for Student Excellence (PASE).

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

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

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

FFA ACE Center activities have been carefully designed to complement school-day curricular materials and strategies to create a comprehensive continuum of aligned school-day and out-of-school time interventions. **ACADEMIC COORDINATION (PROGRAM PRIORITY 2).** FFA currently has academic intervention time built into the daily schedule for students Grades 3-12, a research-supported practice in the TEA High Impact Tutoring Toolkit, which gives students an additional 30-60 minutes of high-quality academic intervention time daily and meets HB4545 requirements. Staff instructional specialists, Bilingual Specialists, and SPED staff will work with FFA ACE staff to identify student needs during Professional Learning Communities (PLCs) and ensure coordination of academic interventions for FFA ACE students. As a part of ACE Centers, FFA will utilize High Quality Instructional Materials as previously listed. The High-Quality Instructional Materials Scope and sequence will align to the scope and sequence of the core content classroom. In Early Literacy: Tutoring materials for early literacy will focus specifically on building students’ foundational skills. The HQIM’s pre/post-assessments will ensure teachers can target academic instruction to meet students where they are and help them grow academically. FFA ACE teachers will also work with students so that each tutor knows where they struggle and they will be able to be targeted in interventions. Using HQIM and having targeted goals for each student, FFA students will be able to show growth and ultimately academic success. In order to ensure that the HQIM is implemented with fidelity, training will occur by Amplify Reading and Zearn experts as well as Instructional Specialists (IS) planning and meeting with teachers on early release days and through PLC Time. IS will be able to work with teachers throughout the year as well as during the summer. As part of the ADSY grant we will have IS meet with teachers to review data to see how much growth is being made and plan accordingly. **ENRICHMENT COORDINATION.** All FFA ACE Center enrichment activities are designed to provide opportunities to enhance, expand, and extend all aspects of the educational experience shared during the school day: academic curriculum and materials, character development themes, community service/service-learning principles, and cultural and linguistic celebrations. For example, Junior Players’ artists will utilize CHARACTER COUNTS! character pillars, e. g. Caring, as a springboard for artistic activity. Artistic, STEM, and service learning projects will also be aligned to support quarterly FFA Cultural Observance/Culminating Events, where students engage in hands-on, arts, science, math, technology, and engineering projects in FFA’s MAKERSPACE to develop coordinated projects around academic/cultural themes that are then showcased at school-wide gatherings attended by parents and community members. For example, for Día de Los Muertos in November, students research the history and significance of this holiday. Students write and produce original scripts, skits, and movies; design and fabricate “Sugar Skulls” on 3-D printers using design & engineering skills; and create artwork and perform songs and original performances related to the cultural celebration. The MAKERSPACE is transformed through video and technology design projects, artwork, and student performances. **PROGRAM PRIORITY 1. ADSY INTEGRATION.** FFA is a recipient of an ADSY PEP – Cycle 3 Planning and Preparation grant to implement a high-quality “Additional Days of the School Year” Program. FFA will leverage the ADSY Design and Implementation Frameworks, external technical assistance from Westat, and 9 Success Criteria. For example, work done to develop climate and culture practices and procedures for the ADSY Summer Program, such as a toolbox of songs chants and brain breaks, will also be adopted to enhance the FFA ACE Summer Program. The FFA-ACEs will use the ADSY definition of a high-quality summer learning program based on Rand Research, which consists of: No cost, full day program for 5 days per week; Small classes of 15 or fewer students; Certified teachers focused on 3 hours of academics per day; 2 hours of Enrichment Activities daily; Meals; and Transportation. FFA will align and integrate the FFA ACE 21st CCLC Summer School Program with the overall FFA ADSY Summer School Program, to leverage resources across programs. FFA ACE funding will allow the Summer Program to serve an additional 195 students (165 at FFA-OC; 30 at FFA-WAX).

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**9. Equitable Access and Participation**

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

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

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

**10. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**11. Request for Grant Funds**

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

**Payroll Costs**

1.	1 Full-Time Project Director (1FTE): Project administration, oversight, & reporting (Sal & Ben)	\$168,000
2.	2 Full-time Site Coordinators (1 FTE per site) Day-to-day ACE Center Ops. (2 x \$69,600)	\$139,200
3.	.5FTE Family Engagement Specialist - Implement parent/family engagement activities	\$48,000
4.	Professional Staff Extra Duty Pay (Afterschool Inter.: \$133,455; Summer School: \$63,375)	\$196,830
5.	Support Staff Extra Duty Pay (Afterschool: \$100,750; Summer School: \$28,000)	\$154,500

**Professional and Contracted Services**

6.	Enrichment Partners: .e. g. Arts, STEM, Mentoring	\$180,000
7.	Parent/Family Engagement & Education Partner	\$35,000
8.		
9.		
10.		

**Supplies and Materials**

11.	High Quality Instructional Materials & High-Impact Tutoring Materials	\$20,000
12.	Program Supplies & Materials (Afterschool: \$45/pp; Summer School; \$45pp); \$5K General	\$32,000
13.		
14.		

**Other Operating Costs**

15.	Professional Development & Travel (\$1,500 x 4: PD, 2 SCs, FES)	\$6,000
16.	Transportation	\$20,070
17.		

**Capital Outlay**

18.	N/A	0
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov). Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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<input type="text"/>	

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