



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

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

NOGA ID

Application stamp-in date and time

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

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

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): N/A

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 |
|--|---|
| Parents are in need of support before school, after-school and in the summer with supervision of their child/children until they are able to get off work. | Students will be provided with an after-school and summer program that gives them the opportunity to receive additional social, emotional and cognitive development while being supervised by highly qualified adults. |
| There is a need to address the loss of learning of students because of school closures due to the COVID-19 global pandemic. | Students will be offered targeted intervention that will address learning loss from the impact of COVID-19. The program will be committed to specific grade levels, develop engaging instruction, monitor the progress of students, and make adjustments as needed in accordance with student performance. |
| Students are in need of meals before school, after-school and in the summer due to the increased poverty rate due to the COVID-19 global pandemic. | The before school, after school and summer nutrition program will be offered to ensure that students have daily access to healthy meals and aid in the fight against hunger during these times. This food source would also reduce food insecurity, obesity rates and poor health due to lack of nutrition. |

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.

The Academic Excellence Program (AEP) 21st Century Community Learning Center (CCLC) will support A W Brown Leadership Academy (AWBLA) in increasing its TEA STAAR Overall Accountability Rating from 72 % to 81% by June 2022 specifically targeting students for intervention who are at risk and economically disadvantaged.

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

The Academic benchmark for the first quarter will increase from 72% to 77% in ELAR, Social Studies, Science, and Mathematics by December 2021.

The Student Attendance benchmark for the first quarter will increase from 88% to 93% by December 2021.

The Discipline referral benchmark for the first quarter will decrease from 40% to 30% by December 2021.

The Family Engagement benchmark for the first quarter will increase from 65% to 70% by December 2021.

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

The Academic benchmark for the second quarter will increase from 72% to 76% in ELAR, Social Studies, Science, and Mathematics by March 2022.

The Student Attendance benchmark for the second quarter will increase from 93% to 96% by March 2022.

The Discipline referral benchmark for the second quarter will decrease from 30% to 20% by March 2022.

The Family Engagement benchmark for the second quarter will increase from 70% to 75% by March 2022.

Third-Quarter Benchmark

The Academic benchmark for the third quarter will increase from 76% to 81% in ELAR, Social Studies, Science, and Mathematics by June 2020.

The Student Attendance benchmark for the third quarter will increase from 96% to 98% by June 2022.

The Discipline referral benchmark for the third quarter will decrease from 20% to 10% by June 2022.

The Family Engagement benchmark for the third quarter will increase from 75% to 80% by June 2022.

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.

Project evaluation benchmarks will be set. Checkpoints to track these goals will occur quarterly (September, December, March, June). When the desired goals are met during these checkpoints, it will yield the following:

1. Increase in student academic achievement
2. Increase in student attendance
3. Decrease in discipline referrals
4. Increase in Family Engagement

During the quarterly checkpoints, an evaluation modification will occur for students who are not on track to meet their desired goals. Their action plan will be modified with new goals after a student conference. Weekly checkpoints will be established until their goals are met. Once students meet their goals, they will continue to be monitored every quarter.

If benchmarks do not show progress, those students will have their action plans modified with new goals after a conference with the parent and student. The student will also be provided with extra support and guidance from the appropriate staff to assist in reaching his/her goals. Weekly checkpoints will be established until their goals are met. Once students meet their goals, they will continue to be monitored each quarter.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

The A. W. Brown Leadership Academy intends to develop an out of school time academic and enrichment program that will actively address multiple needs of Prek-8th grade students targeted for intervention because of being identified as at-risk of academic failure. To make efficient use of the funds from the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC) grant program, the district's proposed program opportunities have been aligned with the needs assessment data collected in the 2019-2020 academic year as well as the most recent test scores and other identified needs of students in the district described in this section. Of the 1383 students in these identified grades, the district projects to serve approximately 700 scholars or more. The program will be provided both at the Quest campus Prek-8, and the Genesis campus Prek-5. AWBLA ensures that these two campuses are eligible for school-wide programs under ESSA, Title I, Part A, Section 1114, and the families of such students. In order to provide a thorough, detailed description of the targeted group for this proposed program, the district will share data from multiple sources.

AWBLA serves a high need community that will benefit from programming focused on improving both the academic and social needs of its stakeholders. The charter school district is 94% African-American and 95% economically disadvantaged. There are two campuses, one of which (Quest) is currently in Improvement Required (IR) status and as such needs to make significant academic improvements. As a leadership academy AWBLA is committed to educating the whole child. While we have significant gains to make academically, we cannot dismiss the necessity of meeting the non-academic needs of our students and their families.

AWBLA first evaluated community needs by facilitating surveys for parents, teachers, and 5th thru 8th grade students currently enrolled in the district. There were 385 responses to the surveys which informed the primary components of the AWBLA AEP. Respondents indicated that they most valued 1) an appropriate schedule, 2) educational support for scholars, 3) creative outlets for scholars, 4) homework assistance for scholars, 5) classes to assist parents in helping their children academically, 5) classes for parents to improve their physical fitness and 6) and a single parent support group.

AWBLA will ensure that the AEP CCLC meets all program criteria of the Texas ACE Brand. It will be mandatory for all AEP staff to participate in required Texas ACE Brand activities as well as utilize its resources. An advisory board will meet quarterly to reevaluate and adjust program effectiveness along with the continued support of community partners. We believe that all of these efforts will ensure program sustainability.

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9. Statutory/Program Requirements (Cont.)

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

The SMART goals over time for the A W Brown Leadership Academy (AWBLA) Academic Excellence Program (AEP) CCLC are to ensure that Academic Achievement of students will increase from 72% to 81% in ELAR, Social Studies, Science, and Mathematics by June 2022; Student Attendance will increase from 88% to 98% by June 2022; Discipline referrals for students will decrease from 40% to 10% by June 2022 and; Family Engagement will increase from 65% to 80% by June 2022.

Academic Achievement:

The AEP will improve academic outcomes for students in grades prekindergarten through 8th grade by providing academic intervention and/or acceleration. AWBLA staff and community partners will facilitate before school, after school and summer school programming for the 700 students enrolled in the program with a focus on TEKS based academic intervention and/or acceleration. Program administrators will ensure that staff and community partners have the knowledge and experience to meet the needs of students to ensure they are able to meet or exceed challenging State standards.

Student Attendance:

AWBLA currently has an 88% attendance rate and wants to increase the rate by 10%. Research indicates students attending Texas' 21st CCLC after-school programs, regardless of participation level, improved their school day attendance—students with low levels of participation in the program decreased their absentee rate by 14% and students with high levels of participation experienced a 15% reduction (American Institutes for Research, February 2013).

Discipline Referrals:

The AEP will support AWBLA to decrease student discipline referrals by providing SEL supports and Restorative Discipline techniques needed to address root causes of misbehavior, as well as provide scholars the skills needed to positively address problems. Student engagement in high interest out of school programming will work to reduce discipline referrals by providing positive outlets. Research shows that after-school programs can lead to improved attendance, behavior and coursework. Students participating in a high-quality after-school program went to school more, behaved better, received better grades and did better on tests compared to non-participating students (Weissberg, R.P., et. al, March 2010)

Family Engagement:

The AEP motto is that we will never close the achievement gap until we close the engagement gap. A primary focus is to address the engagement or opportunity gap. System-wide partnerships provide students with increased access to and dosage of the city's assets. The AEP will work to empower partners to raise the overall quality of the Academy's educational experiences. This will be achieved by working to support the needs of students and families in the school community thru facilitating a supper program and a parent academy. Students enrolled in the AEP will be provided supper at no cost after-school and during summer enrichment. Parents will have access to resources, training, and support thru the parent academy, also at no cost.

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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.

AWBLA AEP CCLC's out-of-school time programming will include the following activities on a daily basis in support of student academic achievement and overall student success.

1. Homework Assistance (50 minutes in the morning, before school): Students will be provided with a quiet space where they can complete their homework, working individually or in small groups as appropriate. Program staff will supervise the period, providing general guidance and maintaining the study-friendly environment. Students who finish their home work quickly will be provided with quiet alternatives, including access to technology, books, puzzles and other activities. Students will start the day prepared for their classes and receive credit for completed homework.

2. Enrichment programming (2 hours after school): AWBLA is partnering with sponsors who have experience in providing innovative and engaging enrichment programming in 21st CCLC. The AEP relies on proven instructional methods, including project-based learning (PBL). Research demonstrates PBL can positively impact student academic achievement, providing benefits to students across grade levels, academic subjects, and achievement levels, including improved performance on standardized tests. PBL also shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. (www.bie.org)

3. Summer programming will take place over the course of a six week period and provide continuation of enrichment programming to be provided by AEP CCLC staff and community partners.

AEP CCLC staff and community partners will work closely with AWBLA administrative and instructional personnel to tailor creative enrichment programming to meet student needs. Community partners will maintain and continue to expand a talent roster of qualified instructors across a wide range of subjects including the visual and performing arts (Music, Dance, Theatre, Art and Spoken Word/Poetry) as well as STEM subject areas. All enrichment sessions focus not only on the discipline of the activity, but also integrate elements of social and emotional learning, such as developing positive relationships, practicing self-regulation, social awareness and empathy. Instructors will receive extensive professional development addressing topics such as safety, child development, classroom management, arts integration and social and emotional learning techniques, and have access to a library of lessons, many of which directly support literacy and other classroom subjects through fun and engaging enrichment activities. All program activities will be aligned with the Texas ACE Brand for continued professional development, support and sustainability.

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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

The AWBLA Academic and Enrichment Program (AEP) Century Community Learning Center (CCLC) will provide comprehensive out of school programming in partnership with several organizations. The AWBLA mission and vision emphasizes the importance of academic, social, and character education. Community partners consist of Continental Societies, Fellowship Baptist Church, Brain Buzz Tutoring, Texas Patrol and Response, Equal Hearts Child Nutrition, Teacher Created Materials, and Sheila B. Ministries. With our partners, we will ensure the following objective are met:

1. Academic Achievement will increase from 72% to 81% in ELAR, Social Studies, Science, and Mathematics by June 2022.
2. Student Attendance will increase from 88% to 98% by June 2022.
3. Discipline referrals will decrease from 40% to 10% by June 2022.
4. Family Engagement will increase from 65% to 80% by June 2022.

AWBLA will gradually sustain the program during the implementation and beyond the grant period by utilizing its' major collaborative partner. Brain Buzzed Tutoring is an organization that provides tutoring and enrichment services. This organization is already working on finding grant funds to enable this program to continue. This organization has their own grant writer who has been directed to actively search for resources to meet these needs. Hopefully, this will open up more opportunities for the school to continue and expand programs for out of school hours. The charter school district federal programs director (Director of Teaching and Learning) is also looking for professional development opportunities to learn how to utilize existing funding to enable out of school opportunities to continue. Teachers who will be hired to instruct the program are going to need to have experience in utilizing project-based learning to create revenue. Although funds created this way would be limited, they would be enough to replenish resources for future out of school activities.

Several federal, state and local program funds will be combined or coordinated with the proposed program to make the most effective use of resources. The program will also utilize its' partnership with Equal Hearts child nutrition programs, which provide snacks and meals free of charge. This will be a valuable resource. Other partners Texas Patrol and Response, Teacher Created Materials, and Sheila B. Ministries Inc. are providing guest speakers, presentations and even professional development opportunities free of charge to the proposed program. These resources will provide the tools the program needs to sustain its' efforts. AWBLA will ensure that the AEP CCLC meets all program criteria of the Texas ACE Brand. It will be mandatory for all AEP staff to participate in required Texas ACE Brand state activities as well as utilize its resources. We believe that all of these above mentioned efforts will ensure program sustainability.

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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.

The AEP will provide students with engaging and creative activities, which are the foundation for high quality programming and relate to academic and non-academic outcomes. Scientifically-based research demonstrates that children involved in highly engaging/creative activities have more consistent school attendance, higher academic achievement (Catterall, James, Doing Well and Doing Good by Doing Art: A 12- Year Longitudinal Study, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement (Benson, Peter L., Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers, Search Institute, 2008). Offering further support of this approach, business and policy leaders have conducted their own research and found that creativity and innovation are mandatory skills for children's success as future citizens and workers (The Partnership for 21st Century Skills, www.p21.org).

The program places a priority on fostering students' social and emotional learning (SEL) to help them build the skills, knowledge and attitudes needed to be successful in school, work and life. SEL includes knowing and controlling emotions, understanding and collaborating with others, making positive choices, and demonstrating resiliency. Research is showing that SEL programming can "...improve the culture and climate of schools and classrooms, as well as children's social, emotional, behavioral, and academic outcomes." (Jones, S. M., Barnes, S. P., Bailey, R., Doolittle, E: Promoting social and emotional competencies in elementary school, 2017).

The AEP will also implement Restorative Discipline. Restorative Discipline is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Early implementation results indicate a significant reduction in behavior referrals, out of school suspensions and expulsions (Institute for Restorative Justice and Restorative Dialogue).

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.

Students enrolled in the AEP CCLC will be students enrolled in AWBLA; consequently, transportation does not provide a barrier to services. AWBLA will provide transportation for parents that opt into the district's transportation program.

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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.

AWBLA is committed to ensuring that all individuals eligible to participate in the AEP receive information regarding program components and program participation.

The AWBLA administrators, AEP ACE Project Director, AEP Site Coordinators, and Family Engagement Specialist will play a primary role in outreach efforts to ensure stakeholders are aware of the AEP's educational opportunities, locations, schedules and campus contacts. AWBLA and AEP leaders will disseminate information about the program by; Posting an AEP program summary and enrollment process on the A. W. Brown Leadership Academy website; Promoting the program utilizing district's and key partners' websites and social media pages (Facebook, Twitter, etc.); Program summaries and enrollment information will be sent to all AWBLA families via email and text message; AWBLA will host an introductory "Listen & Learn" to share information about the AEP program components and enrollment process; All students enrolled in AWBLA will receive information regarding the AEP during their respective orientations; AWBLA will publish information regarding the AEP in its Student/Parent Handbook and; Creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community.

All materials will be disseminated in both English and Spanish. Also, materials will be published on the AWBLA website ensuring accessibility for individuals with disabilities, as the website is ADA compliant.

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.

AWBLA currently receives Title I and Compensatory Education Funding that will be coordinated with 21st CCLC funding, if the grant is awarded. The AEP ACE Project Director will work in tandem with the AWBLA CEO, CFO, and the Executive Director of Teaching and Learning to coordinate access to a variety of federal, state, and local funding sources and partner organization services being provided at the participating campuses. As a testament of the AWBLA's commitment to the AEP, access to both campuses and all campus resources (computer labs, mobile laboratories, gymnasium, textbooks, software, etc.) are being offered at no cost to the AEP. AWBLA will secure the needed infrastructure to ensure grant objectives are met. In addition, the AWBLA will seek the identification of community and funding resources to position the program for sustainability.

According to research conducted by the Institute of Education Sciences, using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, educators can make instructional changes aimed at improving student achievement (Hamilton, et. al. 2009). AWBLA and the AEP staff will utilize a continuous improvement model throughout the grant, making any necessary programmatic changes needed to ensure all objectives are being met and will supplement, not supplant federal, state, and local programs.

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9. Statutory/Program Requirements (Cont.)

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

An AEP Community Advisory Committee will work closely with the AEP ACE Project Director. The committee will meet quarterly to review the AEP SMART goals, outcomes, service input and outputs, make recommendations as part of the continuous improvement process, and plans for sustaining programming after the grant ends. Plans of sustainability of the AEP will be an ongoing focus of the charter district and its partners. Additionally, the program and its partners will ensure that the needs of the community are driving this program and that the community is aware of what the unique and worthwhile services the program is offering. Specifically, The AEP will establish collaborative relationships with community partners to support programming; begin efforts to research and identify additional corporate, foundation, and government grant funding opportunities to sustain program activities; work with collaborating partners to create a marketing and fundraising campaign through which successes will be highlighted and disseminated; host philanthropic engagement events, such as an open house, to showcase the program and solicit future funding from individual, corporate, and foundation donors; and solicit current partners for in-kind services. Financial resources provided by the grant will serve as the foundation for building the AEP while allowing time to document program effectiveness. Documenting program success while the program is receiving grant funds allows AWBLA to seek the support of corporations, foundations, and other state and federal grants to sustain the program.

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)

In the AEP's programming, volunteers will be engaged strategically to serve as coaches, assisting students to practice life skills such as communication, collaboration and problem solving, co-direct career explorations and help connect the relevancy of college and career possibilities. A volunteer job description will be developed and used to recruit interested and qualified volunteers.

1. AWBLA requires volunteers to complete a volunteer application and criminal history check. Volunteers will be placed at a campus and monitored by the AEP administrators. All volunteers will attend an orientation session that includes expectations and scope of work, school culture and working in partnership with school/parents/after-school. Training opportunities will be held throughout the school year covering various relevant topics.
2. Volunteers will be recruited from interested corporations, senior groups, and retired employee groups.
3. AWBLA has a network of corporate partners that provide volunteer support in programs. Corporate volunteers bring both a volunteer capacity, but also provide avenues for career exploration.
4. The AEP ACE Project Director will develop systems for parent volunteers to support before school, after-school and summer program activities. When possible, volunteers that work through the before/after and summer school programs will be encouraged to continue their work with the campus during regular school hours to build campus community partnerships.
5. Feedback will be solicited from all volunteers through a survey which will evaluate communication, training, on-boarding and utilization of volunteers. As part of the continuous improvement process, the AEP will make changes as needed to the on-board process for volunteers to ensure the program is building lasting partnership with volunteers.

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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.

The AEP will first begin by putting together a focus group of local students. This group will work collaboratively with program administrators and the task force to gather information and provide input for recruiting and retention over time. This group along with the task force will develop a recruitment and retention team that will target: School; Places of Worship; Community Centers; Department of Health; Social Service; Parks and Recreation; and Juvenile Justice. Parents' night at school, and community events will be regularly hosted and posted on the AWBLA website. The AEP will utilize social media, school messenger, and newsletters to inform the school community about the program and its achievements to be posted in the Fall, Spring, and Summer.

The student attendance targets are as follows:

1. Student Attendance will increase from 88% to 93% by December 2021.
2. Student Attendance will increase from 93% to 96% by March 2022.
3. Student Attendance will increase from 96% to 98% by June 2022.

The student focus group, program administrators, and task force will evaluate student attendance in the Fall, Spring, and Summer to identify targeted areas for improvement regarding student attendance and recruitment.

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.

A needs assessment was conducted based on stakeholder surveys, state assessment and accountability results, as well as attendance and discipline reports. Best practices from research on parent and community engagement have been considered for application that best meet the needs of students and their parents in our school community. Also, AWBLA is consistent in the use of an ongoing cycle of instructional improvement in the development of the proposed center operation schedules to staffing assignments and budget plans.

The schedule was designed based on this ongoing cycle of instructional improvement. A study conducted by the National Center for Educational Evaluation and Regional Assistance (2009) indicates that effective measurement of student service targets consists of a continuous learning cycle such as the following:

1. Collect and prepare a variety of data about student learning;
2. Interpret data and develop hypothesis about how to improve the student learning and;
3. Modify instruction to test hypothesis and increase student learning.

Student needs drive the personnel and budget needed for the AEP. The program is designed so that the progress of students can be monitored and adjusted in an ongoing cycle that will enable them to achieve instructional improvement while addressing social and emotional needs over time.

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 | | Barrier | |

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

For TEA Use Only:

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. | ACE Project Director | \$60,000.00 |
| 2. | Site Coordinator (2) | \$90,000.00 |
| 3. | Family Engagement Specialist | \$25,000.00 |
| 4. | Support Staff extra-duty pay | \$25,600.00 |
| 5. | Employee benefits | \$38,840.00 |

Professional and Contracted Services

| | | |
|-----|---|--------------|
| 6. | Academic Assistance Services | \$357,028.00 |
| 7. | Enrichment Services | \$227,716.00 |
| 8. | Independent Evaluation (Quest, Genesis) | \$6000.00 |
| 9. | 3rd Party Quality Monitoring | \$1,200.00 |
| 10. | | |

Supplies and Materials

| | | |
|-----|--|-------------|
| 11. | Time for Kids Nonfiction Readers Prek-8th | \$60,000.00 |
| 12. | Focused Reading Intervention K-8th, Focused Mathematics Intervention K-8th | \$64,000.00 |
| 13. | Exploring Social Studies K-8 | \$40,000.00 |
| 14. | Smithsonian STEAM Readers K-5 | \$43,000.00 |

Other Operating Costs

| | | |
|-----|--|-------------|
| 15. | Educational Field Trips | \$63,000.00 |
| 16. | Awards and Incentives | \$3,000.00 |
| 17. | Out of School Time Conference, Project Director Meeting, Kickoff Meeting | \$3000.00 |

Capital Outlay

| | | |
|-----|--|--|
| 18. | | |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs: \$88,590.72

TOTAL GRANT AWARD REQUESTED: \$1,107,384.00

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 |
|-------------------------------------|--------------------------------|
| | |
| | |
| | |
| | |
| | |

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: 057816

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 | 057816-001 | Quest Campus 5701 Red Bird Center, Drive Dallas, TX 75237 | N/A | PK to 8 | 350 | Economically Disadvantaged and families impacted by COVID-19 |
| 2 | 057816-002 | Genesis Campus 6901 South Westmoreland Road Dallas, TX 75237 | N/A | PK to 5 | 350 | Economically Disadvantaged and families impacted by COVID-19 |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

| Texas ACE Center Operations Schedule (one per center) | | | | | | Program Year 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 | 057816-001 | Quest Campus, 5701 Red Bird Center Dr. Dallas 75237 | | | | Prek-8 | AT- Risk, Ecodisadv | Ecodisadv | | | | |
| Feeder | N/A | | | | | | | | | | | |
| Feeder | N/A | | | | | | | | | | | |
| 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> | | N/A | | N/A | | N/A | | | | | | |
| Fall Term | | 08/05/2021 | | 01/14/2022 | | 18 | | | | | | |
| Spring Term | | 01/15/2022 | | 05/19/2022 | | 18 | | | | | | |
| Summer Term | | 05/30/2022 | | 06/24/2022 | | 5 | | | | | | |
| Total number of weeks: | | | | | | 41 | | | | | | |
| 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 | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | 9:00 | 11:00 | 11:30 | 1:00 |
| Tuesday | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | 9:00 | 11:00 | 11:30 | 1:00 |
| Wednesday | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | 9:00 | 11:00 | 11:30 | 1:00 |
| Thursday | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | 9:00 | 11:00 | 11:30 | 12 |
| Friday | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 15 | | | |
| Adjunct Sites, If applicable (site name and full address) | N/A | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | Educational Field Trips every Thursday during the Summer Term. | | | | | | | | | | | |
| Parent/Legal Guardian Activities | Parent Academy, Family Night twice during the Fall and Spring Terms. Family night once during the Summer Term. | | | | | | | | | | | |

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

| 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 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 | 057816-002 | Genesis Campus 6901 S. Westmoreland Rd. Dallas 75237 | | | | | | Prek-5 | AT- Risk, Ecodisadv | Ecodisadv | | | |
| Feeder | N/A | | | | | | | | | | | | |
| Feeder | N/A | | | | | | | | | | | | |
| 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> | | N/A | | | N/A | | | N/A | | | | | |
| Fall Term | | 08/05/2021 | | | 01/14/2022 | | | 18 | | | | | |
| Spring Term | | 01/15/2022 | | | 05/19/2022 | | | 18 | | | | | |
| Summer Term | | 05/30/2022 | | | 06/24/2022 | | | 5 | | | | | |
| Total number of weeks: | | | | | | | | 41 | | | | | |
| 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 | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | 9:00 | 11:00 | 11:30 | 1:00 | |
| Tuesday | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | 9:00 | 11:00 | 11:30 | 1:00 | |
| Wednesday | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | 9:00 | 11:00 | 11:30 | 1:00 | |
| Thursday | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | 9:00 | 11:00 | 11:30 | 1:00 | |
| Friday | 7:00 | 8:00 | 4:00 | 6:00 | 7:00 | 8:00 | 4:00 | 6:00 | 9:00 | 11:00 | 11:30 | 12 | |
| Saturday | | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 15 | | | | |
| Adjunct Sites, If applicable (site name and full address) | N/A | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | Educational Field Trips every Thursday during the Summer Term. | | | | | | | | | | | | |
| Parent/Legal Guardian Activities | Parent Academy, Family Night twice during the Fall and Spring Terms. Family night once during the Summer Term. | | | | | | | | | | | | |



Continental Societies, Incorporated

Dallas Chapter

"Our Children, Our Commitment, Our Concern"

Robin T. Browder, Esq.
National President

Adrienne Douglas
Chapter President

Judith T. Nix++
1st Vice President

Louwanna Ward
2nd Vice President

Sherrilynn Wood Cooper
Corresponding Secretary

Gwenelle Spann
Recording Secretary

Cherie Fields
Financial Secretary

Tomica D. Hewlett
Treasurer

Chrissandra Traylor
Parliamentarian

Karen Denise Kelly
Sergeant-At-Arms

Beryl Fields-Smith
Historian

Trina Garnes
Chaplain

Karen Travit
Public Relations

Members

Louise W. Davis+++
Doris Collins*

Earlene Deere**

Karen Factory Salmond

Sherry Ferguson

Daniesha Frazier

Joan Sessoms Ford**

Ruby Fulsom ++

Doris J. Hall

Marilyn Hayes

Jackie Henderson

Mitzi Hubbard

Sandra McFarland

Verlene D. Mitchell

Vernil Mitchell**

Vera L. Moore

Hortense C. Ransom ++

Tiesha Roberts

Laurna Guidry Shaw*

Linda Singleton

Rita C. White ++

• National Associate Member

**Charter Member

++ National Hall of Fame

January 8 2021

To Whom It May Concern:

Continental Societies, Inc., Dallas Chapter is committed to working with organizations that focus on education and capacity building in Dallas. As an established non-profit institution, Continental Societies, Inc., Dallas Chapter has a unique appreciation for our partnership with A.W. Brown Leadership Academy.

CSI Dallas has enjoyed a rich history with A.W. Brown Leadership Academy that spans over seven years. The support affects positive change in the lives of the students. With the goal of having a positive community impact, CSI continues to expand upon programs while placing a special priority on promoting education at the local level.

As a longstanding advocate for children learning and the power of collaborative partnerships to strengthen students' lives, we are pleased that A.W. Brown Leadership Academy is applying for the 21st Century grant and give our full support.

A.W. Brown Leadership Academy plays a very instrumental part of our efforts to establish strong partnerships and collaborative projects that positively impact students and the local community. Over the years, we have provided ongoing services that included oral health screenings for thirteen hundred students and free oral health kits; over one thousand boxes of cereal for weekend snacks, career day activities, African American Read-In activities, field trips to professional basketball and baseball games and trips to see the historical Nutcracker performances. Additionally, we have been very supportive with Thanksgiving basket projects to support families during Thanksgiving. Over one thousand historical books detailing the contributions of African Americans in Texas have been provided to the school.

We are continuing our support of A.W. Brown Leadership Academy as we create environments within our communities that empower children to have access to quality and appropriate opportunities to reach their optimal potential.

Please contact me if I can be of further assistance.

Best regards,

Judith T. Nix
1st Vice President
Continental Societies, Inc. Dallas Chapter
Judithn.csi@gmail.com

Tax ID number is 75-2333502
Post Office Box 764935
Dallas, Texas 75376

Partnership Agreement
Applicant and Collaborating Partnership

We hereby enter into an agreement of the collaboration with the 21st CCLC applicant to maximize resources to support and jointly coordinate services and opportunities for children and families participating in the proposed Out-of-School services in the state of Texas.

It is agreed by both parties that this agreement will focus on Out-of-School academic enrichment services and will abide by the Texas ACE Brand CCLC Guidelines, EDGAR and all appropriate assurances.

With signature, we are indicating that we are members of the local 21st CCLC Collaborative Partnership and we were actively involved in the development of this 21st CCLC program application.

STATEMENT OF SUPPORT: I/We have participated in the planning and design of this program and agree to support and participate in the activities outlined in this application.

Judith Y. Nix
Collaborating Partner Signature

Jan. 7, 2021
Date

Continental Societies
Collaborating Partner Company or Organization

P. O. Box 764935 Dallas, Texas 75376
Organization Address

(469) 810-6823
Phone Number

Anty G...
Applicant Signature

1/5/2021
Date

Description of Services and Supports:

We will provide oral health screenings, career day activities, African American Read In activities, Fine Arts related field trips, and support for families during the holidays such as providing Thanksgiving baskets, etc.



Fellowship Baptist Church of Oak Cliff

3607 S. Westmoreland Road
Dallas, TX 75233

Rev. Armond W. Brown
Senior Pastor

214.330.8625
www.fbcoonline.org

January 7, 2020

Mr. Anthony Jefferson
Superintendent
A.W. Brown Leadership Academy
5701 Red Bird Center Drive
Dallas, TX 75237

Dear Mr. Jefferson,

As the founding and sponsoring entity of the A.W. Brown Leadership Academy (AWBLA), we wholeheartedly and enthusiastically support its commitment to the mission of producing smart, effective, efficient, disciplined students. And, a part of that commitment is to provide high-quality, safe, afterschool, and summer learning opportunities.

The demand for quality afterschool experiences far exceeds the availability, especially in the southern sector of Dallas where AWBLA is located. Additionally, we realize that many of the working parents of AWBLA don't have access to and/or can't pay for a safe afterschool program designed to enrich their children's lives during the hours after school.

According to a report from the Department of Education, between 2017 and 2018 the 21st CCLC program provided a safe place to receive academic enrichment for more than 2 million students and families. However, life involves more than academia, our belief extends far beyond the normal classroom experience. We believe through an array of diverse methods and practices, we can convey to students the axiom that education is a priceless tool. While this may be true, unless it is used to improve the quality of human life and human relationships, it is all for naught. We would love to play a part in the opportunity to assist students and families by offering an array of additional services, programs, and activities; such as children and youth development activities, service learning, drug and violence prevention, and counseling programs.

We stand ready to support.

In Pursuit of Life Leadership and Academic Excellence,

Rev. Armond W. Brown, Senior Pastor
Dr. George W. Banks, Pastor of Stewardship
Rev. Jerry L. Walker, Youth Pastor

**Partnership Agreement
Applicant and Collaborating Partnership**

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With signature, we are indicating that we are members of the local 21st CCLC Collaborative Partnership and we were actively involved in the development of this 21st CCLC program application.

STATEMENT OF SUPPORT: I/We have participated in the planning and design of this program and agree to support and participate in the activities outlined in this application.


Collaborating Partner Signature

1/15/2021
Date

Fellowship Baptist Church
Collaborating Partner Company or Organization

3607 S. Westmoreland Rd. Dallas, Texas 75376
Organization Address

(214) 330-8625
Phone Number


Applicant Signature

1/5/2021
Date

Description of Services and Supports:

We are committed to supporting and providing youth development activities, service learning, drug and violence prevention, and counseling programs.



January 04, 2021

Greetings,

BrainBuzzed Tutoring believes (BBT) in and support the mission of AW Brown Leadership Academy (AWBLA), which *is to produce smart, effective, efficient, disciplined scholars by creating an environment in which teachers feel safe and free to teach and scholars feel safe and motivated to learn.* BBT is partnering with AWBLA in the following capacities.

BBT will offer academic tutoring and enrichment services to maximize the academic potential of each student. BBT will invest human capital to support current and future projects within the schools and community. We will specifically offer support for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 grant if awarded to AWBLA. BBT will consult with and recommend appropriate supplemental and intervention resources to the instructional decision makers to help build capacity within teachers and increase students' academic growth.

Lastly, but not limited to, BBT will work collaboratively with leaders of AWBLA to help advance the mission and vision of this organization. For these reasons, BrainBuzzed Tutoring looks forward to building and sustaining a partnership with AW Brown Leadership Academy.

Best Regards,

Patience Edwards

Patience Edwards, CEO

Partnership Agreement
Applicant and Collaborating Partnership

We hereby enter into an agreement of the collaboration with the 21st CCLC applicant to maximize resources to support and jointly coordinate services and opportunities for children and families participating in the proposed Out-of-School services in the state of Texas.

It is agreed by both parties that this agreement will focus on Out-of-School academic enrichment services and will abide by the Texas ACE Brand CCLC Guidelines, EDGAR and all appropriate assurances.

With signature, we are indicating that we are members of the local 21st CCLC Collaborative Partnership and we were actively involved in the development of this 21st CCLC program application.

STATEMENT OF SUPPORT: I/We have participated in the planning and design of this program and agree to support and participate in the activities outlined in this application.

Patience Edwards
 Collaborating Partner Signature

1/15/2021
 Date

BrainBuzzed Tutoring
 Collaborating Partner Company or Organization

19402 Fall Fair Cypress, TX 77429
 Organization Address

(314) 456-1534
 Phone Number

Anty
 Applicant Signature

1/5/2021
 Date

Description of Services and Supports:
 BBT will consult with and recommend appropriate supplemental and intervention resources to the instructional decision makers to help build capacity within teachers and increase students' academic growth.



TEXAS PATROL AND RESPONSE

Chief Samuel Donnel
2718 Sun Rise Lane
Grand Prairie, TX 75052
(214) 944-9521
sdonnell@texaspatrolresponse.com

To Whom It May Concern:

Texas Patrol and Response supports the mission of A W Brown Leadership Academy. We currently partner with the charter school by providing safety and security for its stakeholders. Also, Texas Patrol and Response will invest resources to support current and future projects in which the organization will pursue.

Our company is committed to working with school leaders in the promotion of safety and security throughout the school community. Please feel free to reach out to me for any further information.

Sincerely,

Samuel Donnel

Chief Samuel Donnel, Owner

Partnership Agreement
Applicant and Collaborating Partnership

We hereby enter into an agreement of the collaboration with the 21st CCLC applicant to maximize resources to support and jointly coordinate services and opportunities for children and families participating in the proposed Out-of-School services in the state of Texas.

It is agreed by both parties that this agreement will focus on Out-of-School academic enrichment services and will abide by the Texas ACE Brand CCLC Guidelines, EDGAR and all appropriate assurances.

With signature, we are indicating that we are members of the local 21st CCLC Collaborative Partnership and we were actively involved in the development of this 21st CCLC program application.

STATEMENT OF SUPPORT: I/We have participated in the planning and design of this program and agree to support and participate in the activities outlined in this application.

Samuel Donnel

January 15, 2021

Collaborating Partner Signature

Date

Texas Patrol and Response

Collaborating Partner Company or Organization

2718 Sun Rise Lane Grand Prairie, TX 75052

Organization Address

(214) 944-9521

Phone Number



Applicant Signature

1/15/2021

Date

Description of Services and Supports:

Texas Patrol and Response will invest resources to support current and future projects in which the organization will pursue. Our company is committed to working with school leaders in the promotion of safety and security throughout the school community thru professional development for parents and staff. We will also provide mentoring and support for students.



To whom it may concern,

Equal Heart partners with Twelve Oaks Catering to offer nutritious after-school and summer meals to eligible sites, free of charge. In order to qualify, sites must be located in a geographical area in which fifty percent or more of students qualify for free and/or reduced lunch. Funding for the At-Risk Supper portion of the Child and Adult Care Food Program is provided through United States Department of Agriculture and Texas Department of Agriculture.

Equal Heart is pleased to partner with eligible locations within A.W. Brown Fellowship Charter School District. Equal Heart will provide at-risk suppers for any student between the ages of 1-18. Any questions or concerns in regards to the partnership, please feel free to contact the following Equal Heart representative:

Lakeisha Williams-Sneed

Program Specialist

469-810-5910

lakeisha@equalheart.org

Please feel free to contact myself via email or phone if additional information is required.

Best regards,

Lauren Steelman

Director of Child Nutrition

469-571-5771

lauren@equalheart.org

4848 Lemmon Ave #513 : Dallas TX 75219

Courage@EqualHeart.org

469.526.3645

**Partnership Agreement
Applicant and Collaborating Partnership**

We hereby enter into an agreement of the collaboration with the 21st CCLC applicant to maximize resources to support and jointly coordinate services and opportunities for children and families participating in the proposed Out-of-School services in the state of Texas.

It is agreed by both parties that this agreement will focus on Out-of-School academic enrichment services and will abide by the Texas ACE Brand CCLC Guidelines, EDGAR and all appropriate assurances.

With signature, we are indicating that we are members of the local 21st CCLC Collaborative Partnership and we were actively involved in the development of this 21st CCLC program application.

STATEMENT OF SUPPORT: I/We have participated in the planning and design of this program and agree to support and participate in the activities outlined in this application.

Lakeisha Williams-Sneed

January 15, 2021

Collaborating Partner Signature

Date

Equal Hearts

Collaborating Partner Company or Organization

2718 Sun Rise Lane Grand Prairie, TX 75052

Organization Address

(469) 810-5910

Phone Number



Applicant Signature

1/15/2021
Date

Description of Services and Supports:

Equal Hearts will provide supper afterschool for students who are enrolled in the AWBLA CCLC free of charge.

TCM**Teacher
Created
Materials**

Community Learning Centers, cycle



January 12, 2021

Superintendent Anthony Jefferson
A. W. Brown Leadership Academy
5701 Red Bird Center Dr.
Dallas, TX 75237

Superintendent Jefferson,

Teacher Created Materials (TCM) would like to thank you for the opportunity to partner with you and A. W. Brown Leadership Academy in support of the 21st Century Grant.

BACKGROUND: For over 40 years TCM has published innovative, imaginative, and award-winning resources for teachers and students in all subjects for Grades Pre-K-12. Our driving vision is to *Create a World in which Children Love to Learn!* TCM began in 1977 when Founder and CEO Rachelle Cracchiolo wrote her first book, *Quick Fun Art*, with a fellow teacher. TCM continued to expand its product line, always using the latest research and best classroom practices to ensure student success. TCM's products are evidence based—our data shows that our products have directly increased student achievement. Today, TCM is a leading educational publisher with products that are used in classrooms in all 50 states and in 89 countries

AWARD WINNING: TCM's many lines of curriculum have won such prestigious honors as the Distinguished Achievement and Golden Lamp Awards from the Association of Educational Publishers. Other awards include the Teacher's Choice Award from Learning Magazine, Best Product Award from Instructor Magazine, the Outstanding Curriculum Award from the National Association for Gifted Children, the Program of Excellence Award from the Middle States Council for the Social Studies, and the Program of Excellence Award from the New York State Council for the Social Studies.

RESOURCES, MATERIALS, AND SOLUTIONS: TCM will partner with A.W. Brown Leadership Academy in providing high-quality research-based products and curriculum resources to support after-school hour programs and community learning centers that provide academic enrichment opportunities for ALL students. TCM understands that all students need to perform at high levels to meet the standards and acquire mastery of rigorous core content-area objectives and goals to be college and career ready at the end of their public education experience. To this end, TCM's products are standards based and align with the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS), better preparing students for end-of-year assessments. TCM vigorously embeds the goals and benchmarks of the standards into the design and architecture of its supplemental curricular series at all stages in the development process.

TCM has a proven history of developing products designed to improve overall performance and engagement of all students. Here are just some of key features and target areas of our resources:

Some Key Targeted Goals of Our Resources:

- Overall development of reading comprehension and content-area literacy
- Addressing culturally and authentic responsive instruction
- Deepen content-area knowledge by integrating science, history, and math into literacy lessons
- Build vocabulary and increase visual literacy skills
- Develop problem-solving techniques and target the conceptual understanding needed for success throughout the content areas
- Support social and emotional learning
- Support parent engagement/involvement
- Closing the gap, especially in light of the global pandemic

Some Key Features Found Across Our Products:

- Activities that promote higher-order thinking skills and critical thinking
- Rich and meaningful blend of nonfiction and fiction reading experiences
- The intertextuality among many of the thematically-linked texts
- High-interest topics and low-readability
- Highly-engaging visuals and graphics
- Research- and standards-based solutions

PROFESSIONAL DEVELOPMENT: To support the effective use of our curriculum and professional resources, TCM will provide comprehensive professional services that has become the preferred professional development for educators across the United States. For over 30 years, TCM's professional development services have supported states', districts', and schools' needs with the constant goal of sustainable, long-term school improvement and increased student achievement. Each year we provide professional development to over 10,000 teachers, helping them to perfect their craft. It is that sense of commitment to teachers, students, and the community that exemplifies our mission, vision, and values and underlies everything we do.

Several training formats and options are offered that include critical topics, sought after presenters, and rich, practical content. All professional development and coaching sessions delivered by TCM embed best practices with hands-on application, so participants can utilize the skills and strategies learned immediately in their classroom instruction.

IMPLEMENTATION: TCM's consultants work closely with school and/or district representatives to tailor the topic and content to meet the needs of the audience, and to ensure successful implementation in any setting, including, but not limited to:

- Before- and after-school programs
- Summer School
- Enrichment Camps
- Parent Meetings/Academies
- Winter/Spring Breaks and Intercessions

Partnership Agreement
Applicant and Collaborating Partnership

We hereby enter into an agreement of the collaboration with the 21st CCLC applicant to maximize resources to support and jointly coordinate services and opportunities for children and families participating in the proposed Out-of-School services in the state of Texas.

It is agreed by both parties that this agreement will focus on Out-of-School academic enrichment services and will abide by the Texas ACE Brand CCLC Guidelines, EDGAR and all appropriate assurances.

With signature, we are indicating that we are members of the local 21st CCLC Collaborative Partnership and we were actively involved in the development of this 21st CCLC program application.

STATEMENT OF SUPPORT: I/We have participated in the planning and design of this program and agree to support and participate in the activities outlined in this application.



Collaborating Partner Signature (Patricia Garza)

January 15, 2021
Date

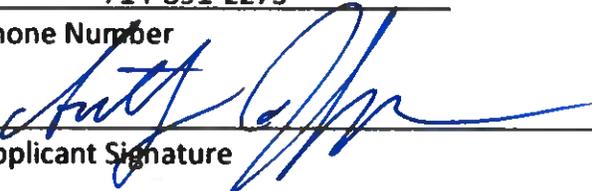
Teacher Created Materials
Collaborating Partner Company or Organization

5482 Argosy Ave
Huntington Beach CA 92649

Organization Address

714-891-2273

Phone Number



Applicant Signature

1/15/2021

Date

Description of Services and Supports:

TCM will support the effective use of curriculum and professional resources as well as provide comprehensive professional services to the AWBLA school community.



P.O. Box 3150
Desoto, Texas 75123
Phone: 972.767.6440
Toll-Free: 1.844.9Sheila
Fax: 972.223.2829
www.sheilab.org

January 4, 2021

To Whom It May Concern:

Sheila B Ministries has respected the consistent work of A. W. Brown Leadership Academy through the years as they strive to develop S.E.E.D.S., Smart, Effective, Efficient, Disciplined, Students. A. W. Brown Leadership Academy has been a long standing pillar in our community. They have educated, employed, and supported many families that are apart of our ministry.

Sheila B Ministries is a ministry focused on enriching communities through educating, empowering, and transforming the lives of adolescent girls and women in all seasons of their lives. The ministry provides resources to refocus, restore, and victoriously rebuild lives through a lifestyle makeover. We look forward to future endeavors with A. W. Brown Leadership Academy as we support human capital through social emotional initiatives.

Sincerely,

Sheila M. Bailey
President

**Partnership Agreement
Applicant and Collaborating Partnership**

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STATEMENT OF SUPPORT: I/We have participated in the planning and design of this program and agree to support and participate in the activities outlined in this application.


Collaborating Partner Signature

1/5/2021
Date

Sheila B. Ministries
Collaborating Partner Company or Organization

P. O. Box 3150 Desoto Texas 75123
Organization Address

(972) 767-6440
Phone Number


Applicant Signature

1/5/2021
Date

Description of Services and Supports:

Sheila B Ministries is a ministry focused on enriching communities through educating, empowering, and transforming the lives of adolescent girls and women in all seasons of their lives. The ministry provides resources to refocus, restore, and victoriously rebuild lives through a lifestyle makeover. We look forward to future endeavors with A. W. Brown Leadership Academy as we support human capital through social emotional initiatives.