



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 Adventures
Campus name: [ ] CDN: [ ] Vendor ID: 84-2917571 ESC: [ ] DUNS: 117229077
Address: 735 Lake View Drive City: Montgomery ZIP: 77356 Phone: 832-294-4918
Primary Contact: Lora Mullings Email: loramullings@yahoo.com Phone: 832-294-4918
Secondary Contact: Angela Farris Email: iris.farris@gmail.com Phone: 832-541-9791

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):

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

Authorized Official Name: Lora Mullings Title: CEO Email: information@cacommunityservices.org

Phone: 832-294-4918 Signature: Lora Mullings Digitally signed by Lora Mullings Date: 2021.01.19 19:57:45 -06'00' Date: 01/19/2021

Grant Writer Name: Kish Russell Signature: [ ] Digitally signed by Kish Russell Date: 2021.01.19 07:24:48 -06'00' Date: 01/19/2021

[ ] Grant writer is an employee of the applicant organization. [x] 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
Increase student achievement for economically disadvantaged students at ten charter schools: participating students in the afterschool program will increase performance on Reading and Math assessments	1. Daily targeted tutoring assistance aligned to students' academic needs 2. Academic enrichment programs to accelerate learning through project based learning opportunities 3. Homework assistance to support and nurture student academic and cognitive development 4. Parent engagement and education classes to help their child grow academically
Improve student attendance: Participating students' attendance will be tracked and monitored to ensure attendance rate is maintained at 95% or greater throughout the program period.	1. Implement engaging academic enrichment and support programs 2. Build positive and meaningful relationships with students and parents 3. Build a culture of play that enables students to feel a sense of belonging with opportunities to contribute in the school and the community
Improve behavior: Participating campuses will have a reduction in student disciplinary actions and office referrals by 10% at the end of the program period.	1. Review campus discipline data and identify students in need of behavior support 2. Work with the school counselor, social worker, and parents to develop a positive behavior plan and support students to succeed

**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.

1. Increase student achievement on STAAR Reading and Math for grades 3-8 as measured on the campus' Accountability rating to advance out of Identified for School Improvement status by the end of the school year, June 2022.
2. Increase PK to 8th grade daily attendance rate to 95% or higher as measured on TAPR and PEIMS reports by the end of the school year, June 2022, as compared to the previous school year.
3. Reduce the number of discipline/office referrals in PK to 8th grades as reported on each campuses' end of year PEIMS data submission, June 2022, as compared to the previous school year.

**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**

1. Draft MOU's with charter schools and partnerships for enrichment services.
2. Schedule and conduct planning meetings with stakeholders and partnership to identify students most in need of services and priority enrollment criteria and preparations to launch the afterschool program.
3. Develop student profiles and conduct parent conferences to draft an academic plan for afterschool services.
4. Conduct student, school and parent surveys to align the program with needs and interests.
5. Schedule and facilitate parent and community information sessions to enroll students and to review and discuss attendance policy. Schedule parent classes to engage families in the academic growth of their child.
6. Recruit and train teachers and other staff from the charter schools to work the afterschool program.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

1. Attend professional development on Quality Assessments, Texas ACE Blueprint and other relevant trainings.
2. Collect and review program data to analyze and discuss during monthly stakeholder meetings.
3. Track and monitor student progress in Reading and Math, attendance data, and discipline data to determine progress towards meeting goals.
4. Coordinate and facilitate classes for parents to increase engagement.
5. Work with campus staff to recruit at-risk students who meet priority enrollment criteria.
6. Recognize and celebrate students who meet and/or exceed 95% attendance rate.
7. Schedule student field trip experiences to connect student learning to meaningful learning opportunities.
8. Ongoing communication and marketing of program activities and success.

**Third-Quarter Benchmark**

1. Students will achieve higher grade-level promotion rates than non-participating students.
2. Participating campuses will achieve more accountability distinctions than non-participating campuses. Students will maintain and achieve higher grades in Reading and Math at each grading period on report cards.
3. Students will demonstrate an increase performance on EOY assessments in Reading and Math.
4. Schedule and implement summer program activities aligned to address academic and enrichment needs.
5. Conduct an end of the year program evaluation to provide evidence of the program's success.
6. Share the results of the program evaluation with the school board and other community partnerships to solicit funds to sustain the program beyond the grant period.
7. End of program conferences with parents to review student progress and identify areas for additional support.

**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.

Campus Adventures (CA) leadership and staff will review and analyze project evaluation data frequently to determine when and how modifications to the program may be needed. All center staff will receive training on how to report collect and report data directly to the state's data collection and reporting system, Texas 21st CCLC Student Tracking system (TX21st). This system will be used to collect data for progress monitoring, conduct program evaluation, and provide required reports to the federal program. CA staff will access data and reports to share with each charter school's leadership team to track progress and meeting grant requirements and program SMART goals. The data will be used to reveal the effectiveness of the logic model's program Inputs>> Activities>> Outputs>> Short-Term Outcomes>> and Long-Term Outcomes.

All Campus Adventures center locations will participate in state-level data collection and related activities. The Texas ACE program-specific Local Evaluation Guide and Toolkit, recorded webinars, and in-person technical support for local program evaluation, will be utilized to ensure all program evaluation requirements are met. The implementation of evaluation activities will assist each centers' Site Coordinators to communicate the aspects of the program that demonstrate improvements in student outcomes over time, inform program improvement efforts and identify how the programs at each center will meet the identified needs of families and communities. CA will participate in the Resource Network to increase professional interaction of local program leadership and respond to local needs. When selected by TEA, CA will participate in sub-groups of grantees to participate in providing input on program operations. CA's local program evaluation will occur at the center level and grant program level to assess the following objective measures: school day attendance, core course grades, mandatory discipline referrals, and on-time promotion to the next grade level. Evaluation data will be tracked and reported monthly to help CA's Project Director, Site Coordinators, and campus leadership to modify the program for sustainability when needed.

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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.

**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.

a. **NEEDS ASSESSMENT:** The community needs assessment began when Campus Adventures was invited to a charter school organization meeting to help solve the problem for charter schools with a need to provide affordable and no-cost after school program options for low-income working parents who were not able to pick up their child at the regular dismissal time every day. The discussion centered on how to utilize the afterschool hours to provide academic support services for low-income students who are at-risk of falling behind in Reading and Math. The CA leadership team agreed to facilitate a coordinated community needs assessment for each center location. An in-depth review of data was collected from multiple sources:

- (1). A customized parent/family survey (in both English and Spanish) to assess the needs and interests for afterschool program services. The survey was designed to understand how to meet the needs of busy/working low-income parents (i.e. workforce skills, ESL, GED, literacy, parenting, financial literacy), how to help students to close achievement gaps in Reading and Math, how to increase attendance and decrease behavior/discipline occurrences, and how to create engaging programs to support the social emotional learning needs of students.
- (2). Campus-based profile to include data from: 2019-20 TAPR and TEA PEIMS: demographics, at-risk criteria, STAAR performance in Reading and Math, attendance, discipline, special populations, accountability data and ratings, schools identified for improvement, economically disadvantaged, English Learners,
- (3). American Community Survey for each center location, AND
- (4). Stakeholder meeting with campus and district-level leadership in a focus-group format to collect school climate, context, and cultural data

b. **MOST IN NEED:** The needs assessment process revealed the student population "most in need" for each participating campus as determined by the following qualifying criteria:

- (1). Economically disadvantaged
- (2). Failed to meet passing standard on two or more consecutive report cards
- (3). Failed to meet passing standard on STAAR Reading and/or Math, meet proficiency on early childhood assessments (TPRI/Tejas LEE or CIRCLE), or failed to meet growth measure on MAP Reading or Math from BOY to EOY
- (4). Two or more discipline referrals in a six- or nine-week grading period
- (5). Meets one or more at-risk criteria as defined by the state
- (6). Attendance rate of 85% or less for each six- or nine-week grading period and
- (7). COVID-19 factors: a) parents unemployed due to COVID-19 and b) loss of housing or temporary homeless status

Priority points will be assigned to students who meet any of these qualifying criteria. Out of 2,275 students across eight center locations, CA estimates serving 90% of students at each center location (for a total of 2,047 students) who will meet two or more qualifying criteria for priority enrollment with the other 10% meeting at least one or more criteria.

c. **ASSESS & RECRUIT:** CA will meet with each center location's leadership to schedule monthly meetings. Each meeting will be structured to continually assess and recruit students most in need of after school programs and services. A comprehensive review of relevant, student-level data sources will be reviewed and analyzed at each meeting. Teachers will be able to make a recommendation for priority student recruitment or enrollment for any student who demonstrates two or more qualifying criteria during the school year. The needs of working parents will be accounted for with the scheduled hours for each center location. Parent classes will be held at convenient times to accommodate a variety of work schedules.

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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.

Quality education is a critical ingredient to a child's growth during the K-5 school years. Charter schools believe that learning needs to continue beyond the school day in order to develop life-long learners. CA Community Services creates a customized implementation plan based on the unique needs for each center location. Two months prior to launching the program, a series of scheduled focus group type meetings (i.e. welcome receptions) will be held with parents, students, staff, and community members. Receptions will be available virtually and in person, in English and Spanish, and at a variety of days/times to accommodate the schedules of working parents. This format provides parents and students the opportunity to learn more about the program and activities that will help to improve attendance, promote student engagement, improve student academic performance in Reading and Math, increase student growth on state assessments, and classes for parents to support their growth and development for their child's academic success. The information below provides an outline to show how each measure of effectiveness will align with the Texas ACE 4 components for each center location in grades PK-8:

1. GROWTH IN STATE ASSESSMENT: 1. Children who are food secure have higher academic performance. A full meal will be available to all participating students. The Academic Quest program works to bridge students' learning gaps in Reading and Math. One-on-one and small group homework assistance and tutoring support will be integrated into the daily schedule. The IXL math and reading curriculum is aligned to the TX Pre-K Guidelines, TEKS and STAAR will be used to support students' growth in reading and math. IXL analytics reports evaluate students' aptitude and identify trouble areas.

2. INCREASED SCHOOL-DAY ATTENDANCE: Enrichment activities are designed to engage students and promote student interest on a daily basis. CA enrichment activities will have a STEAM focus to include student clubs, health and fitness, service-learning, field trips, and fine arts activities. Students will choose from a menu of options and sign-up for a club or activity each month. Activities will be rotated to provide new and seasonal options throughout the year.

3. IMPROVED SCHOOL-DAY BEHAVIOR: Social emotional learning (SEL) will be an essential component throughout all program activities. The research-based SEL curriculum, CASEL and Sanford-Harmony, will be implemented to improve school-day behavior. The CASEL 5 addresses five broad and interrelated areas of competence: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. CASEL 5 establishes preschool to high school learning standards and competencies that articulate what student skills necessary for academic success, school and civic engagement, health and wellness, and fulfilling careers.

4. INCREASED STUDENT ENGAGEMENT IN LEARNING: 1. Research shows that children are the most successful when there is a strong partnership between students, families, and communities. Parent classes will be focused on improving parenting skills to improve the learning of their child. Classes will be driven based on parent interested and may include topics on Family Literacy, ESL, GED, Nutritional Planning and Wellness, Anti-Bullying, Positive Parenting, Parenting in a Digital World, Behavior Management, and Ways to Be Involved in Your Child's Education.

All activities will align to best practices for out of school time with scientifically-based research strategies proven to positively impact student achievement, attendance, behavior, and engagement.

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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.

After completing the needs assessment for the participating charter schools, a sense of urgency was realized to address the immediate need to improve student academic achievement. In 2018-2019, all campuses received improvement required status with a "Targeted Support" and/or "Comprehensive Support and Improvement Required" designation. All CA program activities will align to the address this need along with the Texas ACE components. CA staff will meet with campus leadership to collect a list of students identified for priority enrollment based on qualifying criteria as described in question #1. Students who meet the qualifying priority criteria (most in need of academic support) will be invited to enroll during the early enrollment period. Teachers will create a profile/plan for each student to guide students' selection of enrichment activities and clubs to directly address their academic needs. The profile will include assessment, attendance, and discipline data and will be available in the Procure web-based platform to coordinate the selection of activities. The platform will also manage and monitor staffing ratios to ensure students have access to high-quality academic support at all times.

**IMPROVE ACADEMIC ACHIEVEMENT**

CA leadership will meet with stakeholders from each charter school location to facilitate planning meetings with parents, staff, leadership, and community partnerships. The central focus of the meetings will be to gather information to design program offerings to build on and strengthen the curriculum and instruction during the school day. Specific activities will be integrated with the purpose to improve student achievement in the areas of Reading and Math: homework assistance with additional instructional support time. A research study conducted by the Wallace Foundation: "Random assignment evaluations of (out-of-school time) programs have found that including intentional academic instruction and enrichment activities can improve student achievement."

To ensure instructional consistency with the current school-day program, teachers from the center locations will be hired to facilitate and extend the content learning from the regular school day into the afterschool program hours. Lesson plans will be developed to show how the instruction and extension of learning will be extended to reinforce learning in Reading and Math. Participating teachers will meet each week with the site coordinator to plan and coordinate activities to support and strengthen learning during the school day. The weekly meetings will utilize the research-based, Data-Driven Instruction, approach to review formative assessment data and grades in Reading/ Language Arts and Math for each student to identify key areas for additional support. This process will guide and inform the selection of activities directly related to supporting the needs of struggling learners. A scope and sequence will be developed to plan for and track the progress of the curriculum to target all TEKS objectives for success on STAAR Reading and Math assessments. Teachers will utilize the IXL reading and math curriculum as an additional layer of support for math and reading.

Enrichment activities and clubs will be planned to help students assimilate and extend their classroom learning through real-life experiences intended purpose to improve/extend student achievement and understanding in Reading and Math. Research-based STEAM activities will promote student engagement that may include any of the following based on student interest: robotics, art, music, chess, physical fitness and movement, investigation station, drama, coding, graphic arts, web design, etc. Each activity will align to a specific TEKS objective to support the academic growth.

Each month, site coordinators will conference with teachers to review student progress and to monitor achievement towards meeting program goals. During this time, program and activity lesson plans will be reviewed and developed with specific activities designed to improve student achievement in Reading and Math. Appropriate scaffolds will be included into each plan to support students from at-risk student groups. Site coordinators and the Project Director will monitor sessions and lesson plans for alignment to meeting program goals for improving student academic achievement. Staffing ratios will be reviewed to ensure students are receiving individualized attention and opportunities to explore concepts within their areas of academic need.

Parent classes will also support student achievement in Reading and Math. Each class session will integrate a ten-minute activity to demonstrate meaningful ways for parents to engage and communicate with their child.

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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

Campus Adventures is a non-profit organization with a 501 C3 IRS tax designation. As a community-based organization and fiscal agent for this grant, CA will be responsible for the careful selection and management of partnerships. CA has developed partnerships with participating charter schools to provide afterschool and summer programs at no cost to the students, parents, or the charter school. Partnerships for enrichment and club activities will undergo a comprehensive selection process prior to delivering any services. Criteria for selection will include the following:

1. Service/program must demonstrate the ability to improve student academic achievement, engage students, improve student attendance, and/or improve student behavior during the school day.
2. Capacity to serve a large number of students from a variety of backgrounds, ethnicities, and with special needs.
3. All participating staff must pass criminal background check.
4. Designate a point of contact for all communications.
5. Participate in monthly planning meetings and provide regular updates.

CA site coordinators and administrative staff will work with the assigned campus point of contact to schedule and coordinate the use of facility space at each campus/center location. Charter school leadership staff will continue to be active partners in the ongoing planning, development, and evaluation of the afterschool program. Additional resources and equipment will be provided by CA to enhance the learning environment. Each charter school location will coordinate partnership services to include:

1. Child nutrition department: to provide meals and snacks for students during program hours
2. Evaluation/PEIMS department: to collect and report student data for program performance and evaluation
3. Access to facilities, maintenance, custodial services, and security
4. Facilities and space for site coordinators, parent engagement specialist, planning meetings, parent classes, and after school programs and activities.

Each charter school center location is located in an urban area with a variety of enriching partnerships accessible to enhance and enrich the afterschool learning program. Examples of partnerships may include any of the following based on the needs and interest of students at each location:

1. Boys and Girls Scouts
2. Junior Achievement
3. Museums: children's, art and natural science museums
4. Junior National Honor Society
5. Local libraries, churches, music, dance, and art organizations
6. Girls on the Run

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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.

Campus Adventures staff have over 30 years of experience working in the afterschool program industry with over ten years working with the participating charter schools for this grant. The knowledge and experience of the CA leadership team is equipped and has the demonstrated capacity to implement a high-quality program that supports the growth of student achievement. All activities will be aligned to best practices and the ACE Prime Blueprint.

The Harvard Family Research Project released a report in 2008 with a decade of research and evaluation studies "confirm(ing) that children and youth who participate in afterschool programs can reap a host of positive benefits in a number of interrelated outcome areas — academic, social-emotional, prevention, and health and wellness. These are the skills that many suggest are necessary for youth to succeed in the 21st century global economy and world."

Research and evaluation point to three factors that are critical for creating constructive settings that can achieve these results with youth. CA programs and services include all three factors to ensure the low-income students and families will have access to a high-quality program and services:

- (1). Access to and sustained participation in programs: Young people experience greater gains if they participate in afterschool programs with greater frequency and in a more sustained manner.
- (2). Quality programming and staffing: Developing programs intentionally, with a focus on promoting target outcomes through well-organized and engaging activities, is a critical component for achieving high quality afterschool settings.
- (3). Strong partnerships: High-quality programs effectively leverage partnerships with a variety of stakeholders.

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.

Transportation will not be needed between center locations. The afterschool/summer program will be implemented at each charter school's location. Parents will provide transportation home each day from the center location. CA staff will utilize the time during parent pick-up to communicate and engage with parents on upcoming classes and events for parents and families. CA teachers and staff will also provide brief updates for parents on the progress of their child .

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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.

Campus Adventures will meet with campus leadership at each center location to identify a communication strategy that works best for the culture and community to be served. Language and technology needs will be considered for the format and delivery of all communication and correspondence with families for each center location's community. All information will be available in both English and Spanish or other languages as determined by the language and cultures for each participating school community.

Flyers and mailouts will be sent out to provide information in a paper-based format for families with limited or no access to technology. Program information will be shared at a regularly scheduled school board meeting. Emails, text messages, and phone calls using the charter school's messaging system will also be utilized to disseminate information to the charter school community.

Information for each center location and enrollment will be posted on the Campus Adventures website: <https://campusadventures.org/> and will be updated regularly. The website will be connected to the charter school's website for families to easily find information about the afterschool program.

Prior to the start of the program, Campus Adventures will hold a series of open house receptions for families and the community to learn more about afterschool programs and services. A translator will be available to meet language needs and all print materials will be available for parents in Spanish as well as English. A variety of days/times will be scheduled to meet the work schedules of busy, working parents. All meetings will comply with social distancing requirements and will follow CDC safety protocols. Virtual information meetings will also be held during COVID-19.

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.

**FEDERAL:** All participating campuses operate a Title I School-wide program. Campus leadership will meet with CA staff to conduct an annual program evaluation, comprehensive needs assessment, and campus improvement plan to determine the best way to plan and coordinate federal Title I, Title II, Title III and Title IV resources and staff to maximize the benefits of the afterschool program. The afterschool program will utilize federally funded technology, desktop computers, laptops, tablets, projectors, and other equipment after school hours to extend learning for the Title I school-wide program outside of the school day as allowable under EDGAR guidelines. Reading and Math Professional development trainings will be available throughout the school year for teachers working the afterschool program. Title I funded tutoring assistance will be coordinated with 21st CCLC grant funds to strengthen the quality and time made available to students in need of academic assistance.

**STATE:** State Compensatory Education (SCE) and other state allotments will support the afterschool program and services. At-risk services through SCE funds will be available to support the needs of low-income students participating in the afterschool program. At-risk services may include: social-emotional learning and guidance counseling, Positive Behavior Intervention Supports (PBIS), Response to Intervention (RtI), programs to support students who are at-risk of falling behind in core content areas, academic supports to close achievement gaps, attendance/truancy clerk, social worker, supplemental curriculum and instructional resources, web-based progress monitoring systems, instructional assistants, behavior/discipline support services, and truancy prevention staff and services.

**LOCAL:** Local district funds will also provide additional support through: administrative leadership and oversight, data collection, clerical support, child nutrition, maintenance, custodial, facilities, security, and technology support.

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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.

Campus Adventures is a non-profit, 501 C3 organization and has the capacity to fund-raise with the support of the CA board of trustees to secure funding beyond the grant program period. CA provides flexible options, free, sliding scale fee, and full fee-based, to meet the varying needs of low-income, working families in need of afterschool and summer care for their child. CA leadership will work with each charter school's board of trustees and foundation to seek additional funds to continue the program at no or low cost prior to the grant end date. Relationships developed with local community organizations such as the Junior Achievement, Junior League, Rotary and Kiwanis Clubs will provide volunteers from the community to create value in the continued investment to grow and sustain the afterschool and summer program offerings. Centers located in the City of San Antonio have access to resources at the city level to partner with approved service providers for afterschool services.

At the end of the grant program period, a comprehensive evaluation report will be generated to communicate the success and achievements of the afterschool program. The accomplishments will be highlighted and shared at each charter schools' board meeting to show the value of the program to improve student achievement for low-income students. A sustainability plan will be drafted and shared with the campus leadership and school board with available options for consideration when planning for the upcoming budget year.

CA leadership will structure the grant program with the capacity to sustain the program at each center location. Utilizing the current teaching staff to work the afterschool program, builds on the experience and infrastructure within the current teaching staff to maintain the momentum of the program with minimal disruptions to the program. CA leadership will work to secure additional grant funding such as the Additional Days School Year (ADSY).

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)

Volunteers will not be used for this program. The charter schools may invite volunteers or guest speakers that will be screened through the state's required criminal background check system prior to entering the afterschool program facilities.

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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.

Campus Adventure's recruiting and retaining strategy begins with the engagement of parents. According to experts, the definition of parent engagement is parents and teachers sharing a responsibility to help their children learn and meet educational goals. CA staff and teachers will conference with parents of students' meeting the priority enrollment criteria to discuss the benefits and support services available during the afterschool program. The student profile with formative and summative assessment data will be reviewed and discussed with parents. The teacher and parent will draft and discuss a plan for the afterschool hours to provide the additional support needed for academic success. The investment of time to engage parents in this collaborative process will yield greater program participation for students. The Family Engagement Specialist (FES) will be responsible for family outreach and communication. At the beginning of the program, the FES will communicate program attendance requirements during enrollment and registration. A copy of the attendance policy in both English and Spanish will be provided during information meetings and receptions. During daily parent pick-up, CA staff will recognize student attendance and inquire with parents if attendance issues arise. CA staff will refer chronically absent students to the FES to make contact with families via email, phone call, or text message. If the FES is unable to reach parents through either of these methods, a home visit will be conducted to resolve attendance issues and coordinate additional support for families when needed.

SMART Goal: Increase daily attendance rate to 95% or higher as measured on TAPR and PEIMS reports by the end of the school year, June 2022, as compared to the previous school year. For grades PK-8, dosage for a typical school year: students who attend 45+ days at 120 minutes per day (fall, spring) and 12+ days at 240 minutes during the summer.

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

The center-level needs assessment took place in November 2020 when an online survey was sent out to parents, staff, and the charter school community members via Google survey. The survey results were reviewed by CA to identify the needs of each center location and to develop center operations schedules to meet the needs of busy working parents. Survey results provided information to assist CA with the development for a center-level schedule to meet the needs of parents' work schedules. Many disciplinary actions take place in the early afterschool hours. The decision for starting the program right after the end of the school day will allow for students to transition into the afterschool program activities with limited disruptions and increase student attendance. Program end times will provide students with enough time to complete daily homework assignments and participate in engaging enrichment activities in time for working parents to pick-up their children following the completion of their work day. The planned CA schedule will address the three SMART goals identified as the central focus of this grant. The schedule will ensure meeting measures of effectiveness and student service targets to maintain center-level quality at all times. CA's activities and operation schedule will provide:

- a. SMART Goal 1: homework assistance and tutoring support for students in Reading and Math in order to increase the number of students in grades 3-8 who achieve Meets on STAAR Reading and Math for participating students.
- b. SMART Goal 2: character education, service learning, social-emotional learning, and positive behavior intervention supports to reduce the number of students with discipline actions.
- c. SMART Goal 3: enrichment activities and academic clubs to engage students to maintain a 95% or greater attendance rates for each participating campus with coordinated support services for students identified at-risk of truancy.

Continual collaboration with parents and stakeholders throughout the grant period will ensure that the center-level schedule remains relevant to meeting the needs of students and working parents.

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**10. Equitable Access and Participation**

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

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

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

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

1. Total 21st CCLC program enrollment for all centers	<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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**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.	Project Director (1)	\$100,000
2.	Site Coordinators (8) & Family Engagement Specialists (2)	\$276,000
3.	Afterschool staff/support staff pay-Fall, Spring, and Summer for 8 centers	\$639,635
4.	Secretary/administrative assistant	\$40,000
5.	Benefits	\$63,338

**Professional and Contracted Services**

6.	Evaluation services: \$3,000/site (8 sites)	\$24,000
7.	Quality Assurance & Training	\$21,000
8.	Community based partnerships for enrichment activities	\$45,000
9.	Contract services for single audit	\$3,600
10.	Parenting Program services/classes \$5,000 per center	\$40,000

**Supplies and Materials**

11.	Supplies and materials \$5,000/center	\$40,000
12.	Parent and Family Engagement supplies/materials (8 center locations)	\$16,000
13.		
14.		

**Other Operating Costs**

15.	Field trip costs \$5,000/center location/nutritious snacks/meals	\$205,000
16.	Professional development registration/travel costs for Project Director and Site Coordinators	\$20,000
17.	Professional development registration/travel costs for teachers and assistants	\$35,000

**Capital Outlay**

18.		
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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

***You may duplicate this page.***

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 84-2917571

### 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	015815104	Heritage Academy San Antonio 8750 Fourwinds Dr Windcrest, TX 78239 210-510-4640	0	PK-8	100	65
2	015815041	Heritage Academy Del Rio 711 Kings Way Del Rio, TX 78840, 830-774-6230	0	PK-8	100	65
3	015805041	Frank Madla (New Frontiers) 4018 S Presa St. San Antonio, TX 78223 210-533-3655	0	PK-8	75	40
4	015807002	Southwest Prep Southeast 735 S WW White Rd San Antonio, TX 78220 210-333-1403	0	PK-8	75	40
5	015807101	Southwest Prep Northwest 6535 Culebra Rd San Antonio, TX 78238 210-432-2634	0	Pk-8	75	40
6	015807102	Southwest Prep Seguin 2400 E Walnut St Seguin, 78155 210-829-8017	0	PK-8	75	40
7	015807001	Southwest Prep Northeast 1258 Austin Hwy San Antonio, Tx 78209 210-829-8017	0	PK-8	100	65
8	101855101	Meyer Park Charter School 13663 S Main St Houston, TX 77035 713-729-9712	0	PK-8	50	38
9						
10						

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	015815104	Heritage Academy San Antonio 8750 Fourwinds Dr Windcrest, TX 78239				PK-8	100	65				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/2021				16						
Spring Term				06/10/2022		16						
Summer Term		06/13/2022		08/12/2023		9						
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	6:00	7:30	3:30	6:30					6:00			6:00
Tuesday	6:00	7:30	3:30	6:30				7:30	6:00	7:30		6:00
Wednesday	6:00	7:30	3:30	6:30				7:30	6:00	7:30		6:00
Thursday	6:00	7:30	3:30	6:30				7:30	6:00	7:30		6:00
Friday	6:00	7:30	3:30	6:30				7:30	6:00	7:30		6:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	22.5								60			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will occur during the regular program day/hours.										
<b>Parent/Legal Guardian Activities</b>		Parent Trainings 6:30-8:30 bi weekly										

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	015815041	Heritage Academy Del Rio 711 Kings Way Del Rio, TX 78840				PK-8	100	65				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/2021				16						
Spring Term				06/10/2022		16						
Summer Term		06/13/2022		08/12/2023		9						
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	6:00	7:30	3:30	6:00					6:00			6:00
Tuesday	6:00	7:30	3:30	6:00					6:00			6:00
Wednesday	6:00	7:30	3:30	6:00					6:00			6:00
Thursday	6:00	7:30	3:30	6:00					6:00			6:00
Friday	6:00	7:30	3:30	6:00					6:00			6:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	20								60			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will occur during the regular program day/hours.										
<b>Parent/Legal Guardian Activities</b>		Bi weekly Parent Trainings 6:30pm-8:30pm										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	015805041	Frank Madla (New Frontiers) 4018 S Presa St. San Antonio, TX 78223						PK-8	75	40			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/10/2021								16	
Spring Term								05/26/2022				16	
Summer Term				06/10/2022				08/09/2022				9	
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			3:30	6:30					6:00			6:00	
Tuesday			3:30	6:30					6:00			6:00	
Wednesday			3:30	6:30					6:00			6:00	
Thursday			3:30	6:30					6:00			6:00	
Friday			3:30	6:30					6:00			6:00	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15								60				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will occur during the regular program day/hours.											
<b>Parent/Legal Guardian Activities</b>		Bi-weekly Parent Trainings 6:30pm-8:30pm											

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<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 4	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	015807002	Southwest Prep Southeast 735 S WW White Rd San Antonio, TX 78220					PK-8	75	40				
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		08/23/2021						16					
Spring Term					06/03/2022			16					
Summer Term		06/12/2022			08/24/2022			9					
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			3:30	6:30					6:00			6:00	
Tuesday			3:30	6:30					6:00			6:00	
Wednesday			3:30	6:30					6:00			6:00	
Thursday			3:30	6:30					6:00			6:00	
Friday			3:30	6:30					6:00			6:00	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15								60				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will occur during the regular program day/hours.											
<b>Parent/Legal Guardian Activities</b>		Bi weekly Parent Trainings 6:30pm-8:30pm											

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 5	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	015807101	Southwest Prep Northwest 6535 Culebra Rd San Antonio, TX 78238					PK-8	75	40			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/23/2021						16			
Spring Term						06/03/2022			16			
Summer Term			06/12/2022			08/24/2022			9			
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			3:00	6:00					6:00			6:00
Tuesday			3:00	6:00					6:00			6:00
Wednesday			3:00	6:00					6:00			6:00
Thursday			3:00	6:00					6:00			6:00
Friday			3:00	6:00					6:00			6:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15								60			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will occur during the regular program day/hours.										
<b>Parent/Legal Guardian Activities</b>		Bi weekly Parent Trainings 6:30pm-8:30pm										

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<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 6	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	015807102	Southwest Prep Seguin 2400 E Walnut St Seguin, TX 78155					PK-8	75	40				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/23/2021						16			
Spring Term							06/03/2022			16			
Summer Term				06/12/2022			08/24/2022			9			
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			330	630					600			600	
Tuesday			330	630					600			600	
Wednesday			330	630					600			600	
Thursday			330	630					600			600	
Friday			330	630					600			600	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips will occur during the regular program day/hours.												
<b>Parent/Legal Guardian Activities</b>	Bi weekly Parent Trainings 6:30pm-8:30pm												

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 7	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	015807001	Southwest Prep Northeast 1258 Austin Hwy San Antonio, TX 78209					PK-8	100	65			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/23/2021						16			
Spring Term						06/03/2022			16			
Summer Term			06/12/2022			08/24/2022			9			
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			330	600					600			600
Tuesday			330	600					600			600
Wednesday			330	600					600			600
Thursday			330	600					600			600
Friday			330	600					600			600
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will occur during the regular program day/hours.										
<b>Parent/Legal Guardian Activities</b>		Bi weekly Parent Trainings 6:30pm-8:30pm										

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 8	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	101855101	Meyer Park Charter School 13663 S Main St Houston TX 77035					Pk-8	50	39			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>		08/23/2021						16				
Fall Term					06/03/2022			16				
Spring Term		06/12/2022			08/24/2022			9				
Summer Term								41				
Total number of weeks:		08/23/2021						16				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:00					6:00			6:00
Tuesday			3:30	6:00					6:00			6:00
Wednesday			3:30	6:00					6:00			6:00
Thursday			3:30	6:00					6:00			6:00
Friday			3:30	6:00					6:00			6:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will occur during the regular program day/hours.										
<b>Parent/Legal Guardian Activities</b>		Bi weekly parent trainings 6:30pm-8:30pm										

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 9	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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

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 10	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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

C. A. Coomunity Services, Inc.  
735 Lake View Dr.  
Montgomery, TX 77356

January 7, 2021

To Whom It May Concern:

This letter of agreement is to indicate Heritage Academy support and full participation with Campus Adventures as a member of a Shared Services Arrangement (SSA) in the 21<sup>st</sup> Century Community Learning Centers (CCLC) Grant for the 2021-2022 school year.

Heritage Academy supports the creation of community learning centers that will provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Our participation in this grant program will help students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Heritage Aaademy's 21<sup>st</sup> CCLC agrees to provide opportunities for:

- academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
- a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Each center location will meet program compliance with:

1. Required staffing: project director, site coordinator and family engagement specialist
2. Adherence to a TEA-approved schedule that meets minimum daily/weekly hour requirements
3. Attendance at required conference/trainings
4. Follow the Texas ACE Blueprint
5. Collecting and reporting program data and evaluation

We look forward to being a part of the 21<sup>st</sup> CCLC grant with Campus Adventures and will provide our full support to ensure the success of this program for meeting the academic needs of our students.

Sincerely,



Dr. David Lee  
Superintendent

MeyerPark Elementary Charter School  
13663 Main Street, Houston, Texas 77035  
Phone 713-729-9712 Fax 713-729-9720

January 7, 2021

To Whom It May Concern:

This letter of agreement is to indicate MeyerPark support and full participation with Campus Adventures as a member of a Shared Services Arrangement (SSA) in the 21<sup>st</sup> Century Community Learning Centers (CCLC) Grant for the 2021-2022 school year.

MeyerPark supports the creation of community learning centers that will provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Our participation in this grant program will help students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

MeyerPark's 21<sup>st</sup> CCLC agrees to provide opportunities for:

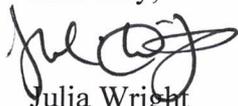
- academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
- a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Each center location will meet program compliance with:

1. Required staffing: project director, site coordinator and family engagement specialist
2. Adherence to a TEA-approved schedule that meets minimum daily/weekly hour requirements
3. Attendance at required conference/trainings
4. Follow the Texas ACE Blueprint
5. Collecting and reporting program data and evaluation

We look forward to being a part of the 21<sup>st</sup> CCLC grant with Campus Adventures and will provide our full support to ensure the success of this program for meeting the academic needs of our students.

Sincerely,

  
Julia Wright  
Superintendent

C. A. Coomunity Services, Inc.  
735 Lake View Dr.  
Montgomery, TX 77356

January 7, 2021

To Whom It May Concern:

This letter of agreement is to indicate Southwest Preparatory School support and full participation with Campus Adventures as a member of a Shared Services Arrangement (SSA) in the 21<sup>st</sup> Century Community Learning Centers (CCLC) Grant for the 2021-2022 school year.

Southwest Preparatory School supports the creation of community learning centers that will provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Our participation in this grant program will help students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Southwest Prep's 21<sup>st</sup> CCLC agrees to provide opportunities for:

- academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
- a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Each center location will meet program compliance with:

1. Required staffing: project director, site coordinator and family engagement specialist
2. Adherence to a TEA-approved schedule that meets minimum daily/weekly hour requirements
3. Attendance at required conference/trainings
4. Follow the Texas ACE Blueprint
5. Collecting and reporting program data and evaluation

We look forward to being a part of the 21<sup>st</sup> CCLC grant with Campus Adventures and will provide our full support to ensure the success of this program for meeting the academic needs of our students.

Sincerely,



Christinn Jean  
Interim Superintendent