# TEA
**Texas Education Agency®**

## 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 **Universal Academy**

| Campus name | Irving | CDN | 057808 | Vendor ID | 1752739703 | ESC | 10 | DUNS | 169845232 |
|---|---|---|---|---|---|---|---|---|---|

| Address | 2616 N. MacArthur Boulevard | City | Irving | ZIP | 75062 | Phone | 972-255-1800 |
|---|---|---|---|---|---|---|---|

| Primary Contact | Dana Jobe | Email | dana.jobe@universalacademy.com | Phone | 972-255-1800 |
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| Secondary Contact | Andrea Butcher | Email | andrea.butcher@universalacademy.com | Phone | 972-255-1800 |
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## 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 | Diane Harris | Title | Superintendent | Email | diane.harris@universalacademy.com |
|---|---|---|---|---|---|

| Phone | 972-255-1800 | Signature | *Diane Harris* | Date | 01/14/2021 |
|---|---|---|---|---|---|

| Grant Writer Name | Sean Kirby | Signature | *Sean Kirby* | Date | 01/14/2021 |
|---|---|---|---|---|---|

○ 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 |
|---|---|
| There is a need for academic improvement in core content areas, including reading and math, as evidenced by 2019-2020 State of Texas Assessments of Academic Readiness (STAAR) performance data. | The program will recruit and employ certified teachers for academic remediation and homework help to increase student success. The program will improve academic achievement in core areas through tutoring, academic interventions, and group enrichment activities that align with Texas Essential Knowledge and Skills (TEKS) standards. |
| There are no similar, cost-free afterschool/summer programs available to help low-performing students in the Irving community. | Students will participate in a variety of academic, visual and performing arts, health and wellness, nutrition, and leadership/character development enrichment activities to promote holistic youth development. |
| There are limited free resources in the community for working and/or unemployed families to participate in adult education, career exploration, and/or parenting skills development activities. | Universal Academy will launch a Parent Academy to encourage parents/guardians to invest in and engage with their child's development and academic success, while also giving them equitable access to opportunities to continue their own education and gain career development skills. |

## 5. SMART Goal

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

1. Increase the combined percentage of economically disadvantaged and English Learner (EL) students at Universal's Irving campus who are at "Meets Grade Level or Above" standards in reading from 50%, per 2019-2020 campus STAAR performance data, to at least 53%, based on future performance on 2021-2022 STAAR exams.

2. Increase the combined percentage of economically disadvantaged and EL students at Universal's Irving campus who are at "Meets Grade Level or Above" standards in math from 52%, per 2019-2020 campus STAAR performance data, to at least 55%, based on future performance on 2021-2022 STAAR exams.

## 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**

80% of participating youth (152 students out of 190) will show gains in specific academic areas (i.e. reading/ELA and Math).
80% of youth will show gains in attitudes related to areas of participation (i.e. visual and performing arts, health and wellness, nutrition, STEM, etc.).
80% of parents/guardians (76 out of 95 parents/guardians) will report a positive impact in the area of family engagement (i.e. participating more in their child's education, taking advantage of adult education opportunities for self-improvement, etc.).

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## 6. Measurable Progress (Cont.)

### Second-Quarter Benchmark

83% of participating youth (158 students out of 190) will show gains in specific academic areas (i.e. reading/ELA and Math).

83% of youth will show gains in attitudes related to areas of participation (i.e. visual and performing arts, health and wellness, nutrition, STEM, etc.).

83% of parents/guardians (79 out of 95 parents/guardians) will report a positive impact in the area of family engagement (i.e. participating more in their child's education, taking advantage of adult education opportunities for self-improvement, etc.).

### Third-Quarter Benchmark

86% of participating youth (163 students out of 190) will show gains in specific academic areas (i.e. reading/ELA and Math).

86% of youth will show gains in attitudes related to areas of participation (i.e. visual and performing arts, health and wellness, nutrition, STEM, etc.).

86% of parents/guardians (81 out of 95 parents/guardians) will report a positive impact in the area of family engagement (i.e. participating more in their child's education, taking advantage of adult education opportunities for self-improvement, etc.).

## 7. Project Evaluation and Modification

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

The contracted, independent Program Evaluator will complete regular quantitative (i.e. student achievement results, Texas ACE attendance and participation, school day attendance and behavioral data, etc.) and qualitative (i.e. informal teacher, parent, and student feedback, survey results, interviews, etc.) data analysis and meet with Universal Academy's leadership team on at least a quarterly basis to determine when and how to modify the program. If there are significant positive changes (i.e. academic improvement or reductions in bullying) or setbacks (i.e. reduction in student engagement), these meetings will be used to develop a plan of action to address changing student needs.

The evaluation design will follow the Principles of Effectiveness outlined in federal guidance and the U.S. Department of Education's "You for Youth" evaluation manual. The evaluation design will link the needs assessment, program design, service delivery, and outcomes into a logic model that will monitor process and product for continuous improvement. As a result, even if benchmarks and/or summative SMART goals do not show progress, evaluation data can be used to modify the program for sustainability. The logic model will link Universal Academy's and the program partners' thoughts about how program services will impact students on a short and long-term basis.

The evaluation process is designed to monitor progress, ensure fidelity to the Texas ACE program model, and promote long-term sustainability so that: 1.) Regular participants will meet or exceed state and local academic achievement standards in reading and math; 2.) Regular participants will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals; and 3.) Regular participants will demonstrate positive educational, social, and behavioral changes.

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## 8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The program will take place in a safe facility that is properly equipped and easily accessible.

☒ 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.

☒ 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.

☒ 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.

☒ 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.

☒ 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.

☒ 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

☒ 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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## 9. Statutory/Program Requirements

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

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.) Universal Academy's leadership team, including its President/Superintendent, board, and school-level administrators, conducted a K-12 needs assessment at its Irving campus, which serves 878 preK-12th grade students. The team used multiple data sources, including state assessment scores, local test scores, local report card data, and student progress made toward meeting and/or exceeding Texas Essential Knowledge and Skills (TEKS) standards to denote key academic needs. They also conducted a community needs assessment of other service organizations in the area.

In addition to reviewing key data and local resources, Universal held Zoom meetings and conference calls with stakeholders (i.e. parents/guardians, students, and project partners) during the grant development process to craft engaging enrichment activities for participants, including educational programming for parents/guardians. Stakeholder feedback revealed interest in the following enrichment areas: STEM, visual and performing arts, health and wellness, nutrition, and college and career readiness.

B.) Upon completing the needs assessment, Universal Academy's team found that half of the school's population (439 K-12 students) are economically disadvantaged, English Learners (ELs), and/or "at risk" of academic failure (per Texas Education Code 29.081), and thus meet the need-based criteria. For instance, only 50% of the school's economically disadvantaged, English Learner (EL), and/or "at risk" student populations (219 out of 439 students) are meeting or exceeding grade level standards in reading/ELA, and only 52% of these student populations (228 out of 439 students) are meeting or exceeding grade level standards in math, per the school's 2019-2020 STAAR performance data. Bullying and behavioral problems are also an issue, as 31 students at the Irving campus received out-of-school suspensions during the 2019-2020 school year, per the Texas Education Agency's (TEA) campus-level annual discipline summary. Of the 439 K-12 students at the Irving campus who are identified as "in need," Universal will serve the 190 of them who are identified "most in need," or 43.2% of the eligible population enrolled there. Additionally, Universal's community needs assessment revealed that no other organizations in the Irving, TX area (i.e. the YMCA of Metropolitan Dallas, local libraries and museums, etc.) can offer the kind of free, holistic programming that will be present in Universal's Texas ACE program.

C.) Universal Academy will continually assess and recruit the balance of students who were identified as "in need" during the K-12 needs assessment process. These students, plus new students who enroll at Universal Academy's Irving campus during the grant period, will be tracked based on STAAR performance data, local ELA/Reading and Math test scores, and other local risk factors. Referrals from teachers and school guidance counselors to the Project Director and the building principal will drive recruitment. Universal Academy will publicize and promote the Texas ACE program on its website, and will host open houses to engage the community.

The free Texas ACE program will meet working families' needs by giving students a safe place to enjoy academic and extracurricular afterschool and summertime enrichment activities. The program will include transportation during all sessions to remove another potential participation barrier. Additionally, low-income and/or working families will benefit from the Parent Academy's literacy training, job search and resume writing services, financial education workshops, and seminars on increasing engagement with their children's academics.

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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 program will feature a rigorous, student-centered, inquiry-focused design to enhance student experience and promote growth in state assessments, improved GPAs, increased school day attendance, improved school day behavior, and increased student engagement in learning. The program design will contribute to student success in these areas as follows.

Growth in State Assessment/Improved GPA: School-day staff will provide daily, individualized instruction in core academic areas including reading/ELA, math, science, and history/social studies. Students' academic data will inform individualized intervention strategies.

Related SMART Goal: Increase the percentage of economically disadvantaged and EL students scoring at or above state expectations in Math from 52% to at least 54% in the 2021-2022 academic year. Increase the percentage of economically disadvantaged and EL students scoring at or above state expectations in ELA/Reading from 50% to at least 52% in the 2021-2022 academic year.

Increased School Day Attendance: Participants will become more involved in school and take a more positive attitude towards learning as they engage in exciting, stimulating extracurricular activities, including visual and performing arts activities, exercise and wellness activities, interactive STEM projects, and more. For chronically absent students with more significant needs, the Family Engagement Specialist (to be hired) will provide wraparound support services to families and refer parents/guardians to outside service organizations. The Texas ACE program will also incorporate elements of Positive Behavior Interventions and Supports (PBIS) into its design to ensure the social-emotional well-being of participants, which will further encourage increased school day attendance.

Related SMART Goal: No more than 4% of students participating in the Texas ACE program will be chronically absent in the 2021-2022 academic year.

Improved School Day Behavior: Universal Academy's Texas ACE program will include evidence-based PBIS supports to enhance the academic, social, emotional, and behavioral competence of K-12 students. Integrating this framework will help participating students develop coping skills, emotional literacy, and self-regulation.

Related SMART Goal: Reduce the number of students who received out-of-school suspensions from 31 in the 2019-2020 academic year to no more than 23 during the 2021-2022 academic year.

Increased Student Engagement in Learning: Academic activities will feature a student-centered approach to increase their autonomy and responsibility. Students will receive support from educators, but will also direct their own learning through choosing specific activities to complete; open-ended problem solving; role-playing; non-traditional writing assignments; team projects; and more.

Related SMART Goal: At least 70% of teachers at Universal Academy will report an increase in student engagement and/or active learning levels during the 2021-2022 academic year.

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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.

All Texas ACE program activities will improve student academic achievement and overall student success for the 190 K-12 students deemed "most in need" of participating. Certified teachers will tutor all Texas ACE participants to help them build skills in core academic areas, in alignment with TEKS standards. There will be an emphasis on cross-curricular learning and integrating lessons with STEM. Laptops will be purchased (see budget) for participants to expand Universal's technology-based curriculum and learning. Health and wellness activities (i.e. individual exercises, group exercise activities, and team-based games) will be aligned to TEKS physical education standards for all students. PBIS programming will also be used to promote social-emotional wellness for all K-12 students. The Parent Academy will increase parent/guardian involvement with their child's school day experiences, which will, in turn, foster increased student engagement in the classroom. Other potential activities for students to select are as follows, broken out by grade level.

Elementary Level Students (K-5th grade): Seeds 2 STEM's enrichment activities will help Universal's younger students build the technical skills and the mental habits to promote critical thinking and problem-solving. Students will use Legos and laptops to complete hands-on coding projects. K-5th grade visual and performing arts enrichments will focus largely on art production and individual expressionism. Parent Academy sessions at this level will give parents the tools to build a culture of literacy at home, as well as tips for how to assist their children with homework and studying.

Middle School Level Students (6th-8th grade): Seeds 2 STEM's enrichment activities will include inquiry and technology-based learning experiences in fields such as geology, the solar system, robotics, and more. Middle school visual and performing arts enrichments will balance art production with concepts of design and discussions of art history. Middle school students will also participate in an external P.E. equestrian program through the Education Leads to Success (ELTS) Foundation at the nearby C.J. Legacy Ranch on a monthly basis in the late spring, summer, and early fall. They will benefit from outdoor exercise and form problem-solving skills, such as how to plan, communicate, and work with others in a team setting. Parent Academy sessions at this level will focus on helping parents/guardians support their children as they enter middle school and work toward entering high school.

High School Level Students (9th-12th grade): Seeds 2 STEM's enrichment activities will encourage high school students to consider STEM as a potential higher education and/or career option. Seeds 2 STEM will also enlist Universal's high school students to build their mentoring and workforce readiness skills by delivering fun, interactive STEM lessons to elementary and/or middle school Texas ACE program participants. Visual and performing arts enrichments will balance art production with concepts of design and discussions of art history. High school students will also participate in the ELTS Foundation's P.E. late spring, summer, and early fall equestrian program. Parent Academy sessions at this level will focus on college and/or career preparedness.

The Project Director and Site Coordinator will align programming with classroom instruction and school day learning goals by meeting with staff and attending school day planning meetings to ensure students' unique physical, social-emotional, and academic needs are met. They will also develop logbooks for Texas ACE program participants to track participation and note effective instructional strategies, as well as challenges, for individual students. The program will meet the needs of students with disabilities and/or individualized education plans (IEPs), and will use age-appropriate forms to collect student input for programming purposes and give them an opportunity to choose topics and activities within the various enrichments (STEM, health and wellness, visual and performing arts, etc.). This feature, along with the inquiry-based design behind programming, will ensure that activities are engaging for students, and that students have a voice in selecting what they do during the program.

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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

To expand access to high-quality services in the Irving, TX community, Universal Academy will partner with the Education Leads to Success (ELTS) Foundation, Seeds 2 STEM, the Irving Arts Center, Dallas College North Lake Campus, and Affiliated Bank as part of the proposed Texas ACE program.

ELTS will give 6th-12th grade students the opportunity to participate in equine therapy that also promotes STEM education, physical and mental health/wellness, and character development skills.

Seeds 2 STEM is an educational nonprofit dedicated to empowering youth from low-income areas around Dallas with the STEM skills necessary to find academic and/or career success by delivering hands-on lessons that build students' science, math, and computer skills while encouraging them to take ownership of their learning.

The Irving Arts Center puts on many visual and performing arts exhibitions and offers workshops for youth and schools in the Irving area. Professional artists in residence from the Center will come to the school to offer monthly workshops for Texas ACE program participants.

Volunteers from the Dallas College North Lake Campus will help high school students and their families navigate the college application process, including filling out the Free Application for Federal Student Aid (FAFSA), applying for scholarships, and more. Affiliated Bank representatives will provide tips for saving money for college, as well as financial literacy lessons for high school students and their parents/guardians.

The partners will contribute to the success of Universal Academy's Texas ACE program by ensuring that students cultivate key 21st century learning tenets (critical thinking, communication, collaboration, and creativity); expanding access to holistic youth development services and academic, cultural, artistic, musical, and career/college-readiness enrichments available in the Irving, TX community, per the priority points requirement; and exposing students to STEM as a high-growth career field.

The partners are all strongly committed to the success of the program beyond year one of the five-year grant and will leverage their resources to expand and/or refine the programming offered to Universal Academy's Texas ACE program participants throughout the grant period and beyond. Program partners will use their affiliations within the Dallas, TX and Irving, TX communities to assist with bringing in new partners for further enrichments and/or securing supplemental program funding beyond the grant.

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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.

All Texas ACE activities will follow evidence-based research from resources such as the U.S. Department of Education's Structuring Out-of-School Time to Improve Academic Achievement report. Universal Academy also reviewed the U.S. Department of Education's "What Works Clearinghouse" evidence standards and incorporated recommendations from said standards. The program will be grounded in the inclusive principles of the 2015 Every Student Succeeds Act (ESSA). Other successful Texas ACE programs have shown that filling a need for high-quality, cost-free afterschool and summer programming with engaging activities, active parent/guardian involvement, and a positive environment will encourage students with the most need to regularly attend and participate.

All program activities will complement and enhance school-day learning and will improve student academic achievement. This will be accomplished through a safe, structured, and evidence-based program that utilizes community resources and partnerships to ensure success. Programming will not only address academic skill deficiencies in key areas (i.e. math and reading/ELA), but will also help all students develop their STEM skills and 21st century skills, as well as an appreciation for the visual and performing arts. High school students will also increase their career/workforce and college readiness.

Certified teachers and teachers' aides from the Universal Academy Irving campus will provide targeted academic support. Faculty already practice evidence-based instructional techniques in the classroom such as developing high expectations for each student, providing individualized instruction, and promoting cooperative learning. The program will also include holistic enrichment activities in the areas of academics, the visual and performing arts, career and workforce readiness, health and wellness, nutrition, and character development, along with parent/family education sessions, to create positive, predictable learning environments both inside and outside of school for participants.

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.

The Texas ACE program site is located at Universal Academy's Irving campus K-12 school building, so transportation to the site for afterschool programming is not necessary. Buses will drop students off at a central pickup location at the end of the afterschool program, but will not leave until all students are picked up, and will bring students back to the school or drop them off at home, if necessary. School buses will also transport students to and from Universal Academy's Irving campus for summer programming. The program will include round-trip school transportation for the monthly trips to the C.J. Legacy Ranch for the P.E. equestrian program to maintain student security and safety.

Program sites will use the following procedures to ensure students are physically safe during the travel process: 1.) Attendance will be taken daily and students will be checked off a dismissal log as they leave; 2.) An authorized adult must present photo ID when picking up a student; and 3.) The program site will maintain an up-to-date school evacuation plan, crisis response plan, and an emergency parent/guardian notification plan in case a student is missing.

The transportation plan and safety procedures for fall, spring, and summer programming have been developed based on the school's existing dismissal and safety procedures. Parents/guardians will be notified of these policies in writing through a mailed letter that will also be posted online in both English and Spanish. The summer informational sessions will also cover these topics verbally with paper copies of the written letters made available.

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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.

Universal Academy will issue a press release to local newspapers about the grant award, hold community meetings via Zoom, and share information to parents, staff, and the community through online, print, and word-of-mouth marketing. All program materials, newsletters, permission slips, and other publicity materials will be engaging with reading levels no higher than 8th grade. Since roughly half of the school's students are English Learners, Universal Academy's Irving campus will take particular care to ensure all families and communities receive program notifications in the language most accessible to them. Therefore, all printed materials, including flyers and enrollment forms, will be available in both English and Spanish. Other translations will be made available, as needed. All materials will be posted to Universal Academy's website and through the school's social media channels, as well.

During the course of the program, the Project Director, the Advisory Council, Universal Academy leadership, the project partners, and other community entities will carry out a marketing campaign to publicize and promote all Texas ACE activities, events, and resources. District residents will receive quarterly newsletters, and parents/guardians of participants will receive brochures prior to each quarter containing the slate of activities and events.

Parents will have access to assistance from program staff and partners as needed. Once the program begins, Universal Academy will maintain ongoing individual contact with youth and their families to provide program updates and promote participation.

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.

Universal Academy will coordinate its proposed program with federal Title I educational supports for low-income youth, federal Title II professional development resources, and the state's Average Daily Attendance (ADA) funding to provide a high-quality out-of-school and summertime academic and youth development program and Parent Academy. The program will supplement, but not supplant, existing initiatives to expand the number of students served and create more cohesive enrichment activities that benefit all school stakeholders. Universal Academy will be the fiscal agent and will use grant funds in compliance with TEA General and Fiscal Guidelines.

Key local programs that will be coordinated with the Texas ACE program include the following.
Chess Club: Supplies from the Chess Club (i.e. boards and pieces) will be offered as an in-kind contribution to the Texas ACE program. Students will benefit from participating in the Texas ACE program, as they will be provided with academic support, additional enrichment activities, bussing home, and healthy snacks.
Theater Arts: Universal Academy will coordinate with the Irving Arts Center on a monthly basis during the grant period to further strengthen students' appreciation of and interest in the visual and performing arts. Professional teaching artists will provide workshops for Texas ACE participants.

Texas ACE funds will be used to supplement and complement Universal Academy's existing efforts to improve student success. The program will use established performance measures, best practices, and individualized support to realistically impact short and long-term goals for student academic achievement. Universal Academy will use multiple data sources, including state assessments and other measurement scales (i.e. homework grades, local report cards, student engagement, etc.) to track student academic achievement levels.

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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.

Universal Academy's Texas ACE preliminary program design features a comprehensive sustainability plan of the grant to ensure long-term program viability. This plan includes developing new partnerships when feasible; applying to federal, state, and local grant-making agencies to ensure funds are readily available for long-term project sustainability; allocating funds from Universal's annual operating budget; and making effective use of available school, partner, and community resources. The program will have full access to the school's physical plant, equipment, equipment maintenance, supplies, and human resources for all program activities. Universal Academy's leadership, project partners, and community members have a vested interest in sustaining the program and are committed to leveraging their funds and other resources to continue operating the Texas ACE program site after the funding period ends. The program will be sustained in a way that promotes continuous quality improvement and ensures fidelity to the core Texas ACE model.

Resources provided by this grant (i.e. supplies and materials, educational technology, etc.) will be maintained and used in future iterations of the Texas ACE program to support local sustainability efforts. Universal will create a depreciation fund for future educational technology purchases and has purchased extended warranties for laptops.

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)

The Texas ACE program will use subject matter experts from local businesses and community or government entities as volunteer speakers and/or instructors/presenters for the enrichment activities. Senior volunteers with subject matter expertise will also be recruited. Volunteers will be matched up with students based on their interest and/or expertise area (i.e. health and wellness, nutrition, literacy/reading, leadership, mathematics, STEM, etc.). The school will discuss how volunteers can assist local youth with meeting academic goals, increasing their college and career readiness, and improving their overall well-being.

All volunteers will be screened with a full background check, including fingerprinting and a criminal record screening, to be completed by the Texas Department of Public Safety. The Project Director will develop a volunteer handbook in conjunction with the Advisory Council, and will distribute the handbook to all volunteers. Volunteers will also receive training in Universal Academy's crisis management policies and procedures and in other appropriate training, as determined by the Project Director and Site Coordinator.

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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 Texas ACE program will target and recruit "in need" students for participation based on STAAR performance data, as well as local ELA/Reading and Math test scores. Educational stakeholders will attract and engage these students and their families by referral from teachers and school guidance counselors to the Project Director and the building principal. Retention will be maintained through ongoing individual contact with the youth and their families to identify barriers to participation and develop ways to overcome those barriers. Past practice demonstrates that filling a need for high quality afterschool programming with engaging activities, parental/guardian involvement, and a positive environment will encourage regular attendance by participants.

The SMART goal for student attendance targets and dosage in the fall and spring is as follows.
190 eligible students will attend at least 45 days of fall/spring programming for at least 120 minutes per day during the 2021-2022 academic year.

The SMART goal for student attendance targets and dosage in the summer is as follows.
190 eligible students will attend at least 12 days of summer programming for 240 minutes per day before the end of the grant's first year (July 31, 2022).

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.

Universal Academy's center-level needs assessments revealed an overarching need for a cost-free, afterschool/ summer resource that combines academic assistance, enrichment activities, and parent/guardian education in a robust, comprehensive package aimed at the school's "most in need" student populations. Universal's team centered its program design (i.e. scheduling, staffing, and budgeting) around this major need.

The operations schedule is as follows.
Fall 2021: Monday-Friday, 3:00-6:00 P.M. for 15 weeks.
Spring 2022: Monday-Friday, 3:00-6:00 P.M. for 19 weeks.
Summer 2022: Monday-Thursday, 8:30 A.M.-2:30 P.M. for 6 weeks.

The staffing and budget plans will enable Universal Academy to develop a high-quality Texas ACE program that effectively meets the grant's measures of effectiveness and student service targets. Key staff members will include a Project Director who will manage the Texas ACE program; a Site Coordinator who will oversee daily operation and delivery of services; a part-time Family Engagement Specialist who will oversee the Parent Academy and provide wraparound supports to students and parents/families, as needed; teachers, teachers aides, and other support staff, recruited from Universal Academy, who will provide individualized academic interventions and assist the Site Coordinator with daily operations; and qualified volunteers and/or consultants from partner organizations who are collaborating with Universal on academic and/or extracurricular enrichments. Universal's Texas ACE program will deliver academic interventions, physical, social-emotional, and mental health and wellness activities, other enrichment activities, and parental education activities at a ratio of no greater than 15 students per 1 staff member.

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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 | | Barrier | |
|-------|--|---------|--|
| Group | | Barrier | |
| Group | | Barrier | |
| 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)**

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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 (Required, 1 FTE) | $67,000 |
| 2. | Site Coordinator (Required, 1 FTE) | $52,000 |
| 3. | Family Engagement Specialist (Required, 0.5 FTE) | $24,000 |
| 4. | Professional Staff (Teachers) and Support Staff for Fall, Spring, and Summer Programming | $381,335 |
| 5. | Childcare Licensed Director | $35,000 |

**Professional and Contracted Services**

| | | |
|---|---|---|
| 6. | Independent Evaluator | $3,000 |
| 7. | Transportation | $57,296 |
| 8. | Teaching Artists From Irving Arts Center | $990 |
| 9. | Seeds 2 STEM Enrichment Programming (Year-Round STEM Enrichment) | $346,280 |
| 10. | | |

**Supplies and Materials**

| | | |
|---|---|---|
| 11. | Laptops and Printers for 4 Staff Members | $3,400 |
| 12. | Laptops for Student Use (210 Laptops; extras for potential loss/broken laptops) | $73,500 |
| 13. | Project Director, Site Coordinator, and Family Engagement Specialist supplies | $4,350 |
| 14. | Student Supplies, Materials, and Consumables | $35,900 |

**Other Operating Costs**

| | | |
|---|---|---|
| 15. | Travel Costs for Grant Kick-Off Meeting (July or August 2021) | $1,225 |
| 16. | Travel Costs for Project Director Meeting (February 2022) | $1,225 |
| 17. | Travel Costs for TEA Out-of-School-Time Conference (June 2022) | $1,225 |

**Capital Outlay**

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

|  | |
|---|---|
| Direct and indirect administrative costs: | 0 |
| **TOTAL GRANT AWARD REQUESTED:** | $1,087,726 |

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

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# Center Operations Schedule

| County-district number or vendor ID: CDN = 057808 |
| --- |

**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 | 057808101 | Universal Academy Irving Campus, 2616 N. MacArthur Boulevard, Irving, TX 75062<br><br>Phone: 972-255-1800 | 0; all Texas ACE program students are attending the Irving campus at Universal Academy | K-12 | 190 | 95 (50% of proposed student target) |

| Program Operations | Start Date (MM/DD/YY): | End Date (MM/DD/YY): | Total Weeks |
| --- | --- | --- | --- |
| Summer Term Jump Start *(Must be approved in NOGA)* | N/A | N/A | N/A |
| Fall Term | 8/30/21 | 12/17/21 | 15 |
| Spring Term | 1/4/22 | 5/27/22 | 19 |
| Summer Term | 6/6/22 | 7/31/22 | 6 |
| Total number of weeks: | | | 40 |

| 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 | | | 3:00 | 6:00 | 8:30 | | 12 | 2:30 |
| Tuesday | | | 3:00 | 6:00 | | | 3:00 | 6:00 | 8:30 | | 12 | 2:30 |
| Wednesday | | | 3:00 | 6:00 | | | 3:00 | 6:00 | 8:30 | | 12 | 2:30 |
| Thursday | | | 3:00 | 6:00 | | | 3:00 | 6:00 | 8:30 | | 12 | 2:30 |
| Friday | | | 3:00 | 6:00 | | | 3:00 | 6:00 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |

| Total Hours Per Week: | 15 | 15 | 24 |
|---|---|---|---|

| Adjunct Sites, If applicable (site name and full address) | N/A |
|---|---|
| **Special Schedules** (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | There will be monthly field trips to the C.J. Legacy Ranch for equestrian-based P.E. for 6th-12th grade students during the early fall, late spring, and summer months. Transportation will be provided as part of the Texas ACE program. |
| **Parent/Legal Guardian Activities** | Activities for parents/guardians will include student engagement activities, tips on how to help their children with homework and/or studying at home, literacy skill development activities, financial literacy workshops, seminars on assisting their children with completing college applications and filling out the Free Application for Federal Student Aid (FAFSA), and career/continuing education activities. |

Texas ACE Program Partnership Agreement Between
Universal Academy and Project Partners (named below)

January 19, 2021

The purpose of this partnership agreement between Universal Academy and its project partners is to expand access to high-quality services available in the community

Specific community partners will include the Education Leads to Success (ELTS) Foundation, Seeds 2 STEM, the Irving Arts Center, Dallas College North Lake Campus, and Affiliated Bank.

These partners will contribute to the success of Universal Academy's Texas ACE program by ensuring that students cultivate key 21st century learning tenets (critical thinking, communication, collaboration, and creativity); expanding access to holistic youth development services and academic, cultural, artistic, musical, and career/college-readiness enrichments available in the Irving, TX community, per the priority points requirement; and exposing students to STEM as a high-growth career field.

The partners are all strongly committed to the success of the program beyond year one of the five-year grant and will leverage their resources to expand and/or refine the programming offered to Universal Academy's Texas ACE program participants throughout the grant period and beyond. Program partners will use their affiliations within the Dallas, TX and Irving, TX communities to assist with bringing in new partners for further enrichments and/or securing supplemental program funding beyond the grant.

Specific responsibilities are as follows.

*School Responsibilities*
- Provide a contact person to serve as liaison with the organization to coordinate activities and manage communication with students and families regarding available opportunities.

*Project Partner Responsibilities*
- Provide a designated person in the organization to communicate with school district staff regarding opportunities for Texas ACE program participants and their families.
- Implement their planned enrichment activities for Universal Academy's Texas ACE program target population (190 K-12 students at the school's Irving campus).

This partnership agreement will be effective based on final agreement of the parties and will continue to remain in effect for the duration of 21st Century Community Learning Center programming.

Signatures below (on page 2) indicate agreement to this partnership ahead of the Jan. 21, 2021 submission deadline for the Nita M. Lowey 21st Century Community Learning Centers Program, Cycle 11 Year 1.

Universal Academy
School

_____
Superintendent Diane Harris

Education Leads to Success Foundation
Partner

_____
Director King Hollis

Seeds 2 STEM
Partner

_____
Executive Director Branden Williams

The Irving Arts Center
Partner

_____
Director of Exhibitions & Education Marcie Inman

Dallas College North Lake Campus
Partner

_____
President Christa Slejko

Affiliated Bank
Partner

_____
Arlington Banking Center President Joni Wilson