

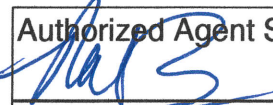
**After School Education and Safety Program  
Universal Grant Application 2020-21**

Application ID: 20-11-19-20-ASES-27

**Cover Page**

Agency Name	TEACH Academy of Technologies
County-District Code/Federal Employer Identification Number	000000S206
County Name	Los Angeles
Agency Type	NonLEA
Authorized Agent Name	Raul Carranza
Authorized Agent Professional Title	Superintendent of Schools
Authorized Agent Address	1846 W. Imperial Hwy.
Authorized Agent City, State, Zip Code	Los Angeles, CA, 90047
Authorized Agent Telephone Number	323-872-0808 Ext.
Authorized Agent Email Address	rcarranza@teachps.org
Co-Applicant Agency Name	
Co-Applicant Name	
Co-Applicant Professional Title	
Co-Applicant Address	
Co-Applicant City, State, Zip Code	
Co-Applicant Telephone Number	
Co-Applicant Email Address	
Total Amount Requested	\$164,280.00

I hereby certify that I have read, acknowledge, and agree to the terms as stated on the Certified Assurances, as well as on all forms contained herein not requiring individual signature. I also certify (if applicable) that I will share equal decision-making and grant compliance with the signing Co-applicant(s), including all assurances and fiscal reporting requirements. **Original "wet" signatures must be made using blue ink.**

Authorized Agent Signature: 	Date: 01-18-2020
Co-applicant Signature:	Date:


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**Signatures and Approvals**

**School Principal or Executive Director Approval**

The school principal or executive director of a direct-funded charter school of each school to be served by the proposed program must approve this program application. **Original “wet” signatures must be made using blue ink.**

<b>County-District-School Code</b>	<b>School Name</b>	<b>Name of School Principal or Executive Director</b>	<b>Signature of School Principal or Executive Director</b>
19647330138305	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	Sharon Rhee, Principal	

**School District Approval**

The local educational agency (LEA) superintendent must be in agreement with the intent of this application. The LEA superintendent assures that all schools in this application meet eligibility requirements for funding pursuant to the terms and conditions described in the request for application. **Original “wet” signatures must be made using blue ink.**

If the LEA superintendent is already a signatory on this application, then signature below is not required.

Direct funded charter schools applying for grant funding are not required to obtain the superintendent's signature for approval.

<b>County- District-School Code</b>	<b>School District Name</b>	<b>Name of Superintendent</b>	<b>Signature of Superintendent</b>
19647330000000	Los Angeles Unified	Austin Beutner, Superintendent	



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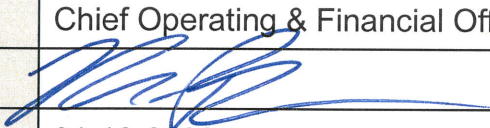
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**Authorized Designee**

An **Authorized Signature** refers to a person who is eligible to authorize and sign on behalf of an agency or organization in recognition that a grant application has been submitted. In the absence of the Authorized Signature, a Designee is able to sign the After School Education and Safety (ASES) Universal grant application. **An original “wet” signature from a Designee will only be accepted in blue ink along with a copy of a recent governing board resolution or minutes specifically authorizing the designee to accept and sign as a proxy for financial statements and legally binding documents.**

Signature authority is the permission to execute transactions up to limits established by relevant applicant agency’s policies and permission to approve transactions for execution. This approval attests to the appropriateness of the transaction within the applicant’s program objectives and budgetary authorizations.

Individuals who receive delegated authority shall have active involvement with the activity being conducted; and have sufficient knowledge of the applicant agency’s policies, rules, laws, regulations, and procedures to ensure compliance.

Agency Name	TEACH Academy of Technologies for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary
Designee Name	Matthew Brown
Designee Title	Chief Operating & Financial Officer
Designee Signature	
Signature Date	01-18-2020

**TEACH Public Schools  
Governing Board Resolution**

**RESOLUTION OF TEACH PUBLIC SCHOOLS APPROVING ASES & 21<sup>ST</sup> CCLC GRANTS**

WHEREAS, the **TEACH Academy of Technologies** was a co-applicant with Youth Policy Institute (YPI) in the application of the 21<sup>st</sup> Century Community Learning Grants (21<sup>st</sup> CCLC)

WHEREAS, the **TEACH Academy of Technologies** is a current recipient of the After-School Safety and Education (ASES) grant

WHEREAS, the **TEACH Public Schools** is a community-based organization supporting TEACH Prep ES, TEACH Academy of Technologies and TEACH Tech Charter High School

WHEREAS, the **TEACH Preparatory Elementary** is not a current recipient of the After-School Safety and Education (ASES) grant

NOW, THEREFORE BE IT RESOLVED that the **TEACH Public Schools** governing board hereby approves the partnership between **TEACH Academy of Technologies** and **TEACH Public Schools** for the 21<sup>st</sup> CCLC grants as the Fiscal Agent and sole responsible party for ensuring programming and compliance with the 21<sup>st</sup> CCLC grants since YPI has closed and based on the California Department of Education Expanded Learning Division's guidance, will be substituting YPI for TEACH Public Schools,

AND THEREFORE, BE IT RESOLVED that the **TEACH Public Schools** governing board hereby approves the application for After-School Safety and Education (ASES) grant for **TEACH Preparatory Elementary School** for funding starting 2020-2021 with the assumption of funding approved by the California Department of Education.

LASTLY, BE IT RESOLVED that the **TEACH Public Schools** governing board hereby approves the following staff members to be the ASES and 21<sup>st</sup> CCLC liaisons and authorized agents:

- Mildred Cunningham, CEO
- Raul Carranza, Superintendent
- Matt Brown, COO/CFO
- Enrique Robles, Director of Operations, Data & Technology

PASSED AND ADOPTED by the **TEACH Public Schools** governing board at a meeting held on **December 11, 2019**.

S. G. T.

Signature

12-11-19

Date



**After School Education and Safety Program  
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 Award Calculator**

County-District-School Code	School Name	School Type (E/M)	Program Type	Days of Operation	Students Served	Amount Requested
19647330138305	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	E	After School Base	185	100	\$164,280.00
<b>Total</b>						<b>\$164,280.00</b>

Reimbursement Rates: \$8.88 for After School Base.

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**Off-site Program Information**

Grant recipients proposing to operate an after school program at a site other than that of the regular school day activity must complete this form. Please identify each off-campus program site below and indicate from which schools the students will be drawn.

The program site is the physical location where the after school program activities and services will be provided. One program site may serve students from more than one school. The program site must be a safe and easily accessible facility.

Off-site Program Name: N/A		
Off-site Program Site Address:		
City:	CA	Zip Code:
Telephone Number:	Email:	
Program Site Contact Person:		
County-District-School Code	School Name	Number of students attending this offsite program

Off-site Program Name:		
Off-site Program Site Address:		
City:	CA	Zip Code:
Telephone Number:	Email:	
Program Site Contact Person:		
County-District-School Code	School Name	Number of students attending this offsite program

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**Disqualifications**

The following conditions must be met for an application to be considered for ASES funding. If an applicant does not comply with these items, the application **will be disqualified**.

- An individual school without a valid or pending County-District-School code or charter school number **will be disqualified**.
- An individual school without valid California Free and Reduced-Price Meal (FRPM) data **will be disqualified**. If an applicant submits valid FRPM data using the Estimated FRPM Worksheet without also submitting documentation of advanced approval of use of the Worksheet from the Expanded Learning Division, the school **will be disqualified**.
- An application without an original Authorized Signature on the Cover Page **will be disqualified**. Signatures submitted after the application deadline will not be accepted. If an application is submitted by more than one Applicant, all Co-applicants must sign the application. If a Co-applicant fails to sign the form, the Co-applicant will be dropped from the application. However, at least one Authorized Agent/Superintendent must always sign the Cover Page of the application.
- An application without a Program Narrative from a new applicant with no currently funded sites **will be disqualified**. The Applicant must submit, as an attachment, a Program Narrative that describes the two ASES program elements.
- If the applicant's school is not in Good Standing at the time the application is submitted to the California Department of Education on January 22, 2020 the school **will be disqualified** (California *Education Code* sections 8482.55[2][A],8484.8[b][3]).
- Applications submitted after the application due date **will be disqualified**. Applications may be mailed or hand-delivered; all applications must be received by 4 p.m. on January 22, 2020. Postmarks will not be accepted.



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These Certified Assurances, per *California Education Code (EC)*, are required as part of the After School Education and Safety (ASES) Universal grant application.

Note: All grantees are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances on the California Department of Education's (CDE) Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>. Grantees should not submit General Assurances to the CDE.

On behalf of the applicant agency, the Authorized Signature or Designee and all Co- applicants (if applicable) hereby agree to, and certify the following:

1. The program will include an educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science (*EC* sections 8482.3[c][1][A], 8482.3[f][6], and 8483.3[c][1]).
2. The program will have an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities (*EC* sections 8482.3[c][1][B], 8482.3[f][6], and 8483.3[c][2]). Such activities might involve Science, Technology, Engineering, and Mathematics, arts, music, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.
3. The program will agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with *EC* Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2. The program will agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (*EC* sections 8482.3[d][1], 8482.3[d][2], and 8483.3[c][8]).
4. Each partner in the application agrees to share responsibility for the quality of the program (*EC* Section 8482.3[f][3]).
5. The program agrees to follow all fiscal reporting and auditing standards required by the CDE (*EC* Section 8482.3[f][5]).

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6. Program agrees to provide information to the department for the purpose of program evaluation and will certify that program evaluations will be based upon any requirements recommended by the Advisory Committee on Before and After School Programs and adopted by the state board, including the annual outcome-based data for evaluation (*EC* sections 8482.3[f][7], 8482.3[f][8], 8483.3[c][11], and 8484[a]).
7. The program will provide school day attendance rates on participating students to the CDE on an annual basis (*EC* sections 8482.3[f][10][A] and 8484[a][1][A]).
8. As required by the CDE, programs will submit program attendance on a semiannual basis (*EC* sections 8482.3[f][10][B] and 8484[a][1][B]).
9. The program will review their after school program plans every three years. The review is to include, but not limited to program goals (a program may specify any new program goals that will apply to the following three years during the grant renewal process), program content, outcome measures that the program will use for the next three years, and any other information requested by the CDE. If the program goals or outcome measures change as a result of this review, the program shall notify the CDE. The grantee shall maintain documentation of the after school program plan for a minimum of five years (*EC* sections 8482.3[g][1][A] and 8482.3[g][1][F]).
10. The program acknowledges that the CDE shall monitor this review as part of its onsite monitoring process (*EC* Section 8482.3[g][2]).
11. Every program established pursuant to this article shall be planned through a collaborative process that includes parents, youth, and representatives of participating public schools, governmental agencies, such as city and county parks and recreation departments, local law enforcement, community organizations, and the private sector (*EC* Section 8482.5[b]).
12. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity (*EC* Section 8482.6).
13. A program is not required to charge family fees or conduct individual eligibility determination based on need or income (*EC* Section 8482.6).

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14. Offsite programs shall align the educational and literacy component of the program with participating students' regular school programs (*EC* sections 8482.8[a][2] and 8484.6[a]). Offsite programs will ensure communication among teachers in the regular school program, after school staff and parents of students. Offsite programs will ensure communication among teachers in the regular school program, staff in the before school and after school components of the program, and parents of students (*EC* Section 8482.8[a][2]).
15. A program that requests approval shall describe the manner in which the applicant intends to provide safe, supervised transportation between school sites; ensure communication among teachers in the regular school program, staff in the before school and after school components of the program, and parents of students; and coordinate the educational and literacy component of the before and after school components of the program with the regular school programs of participating students. (*EC* Section 8482.8[a][2]). No program located off school grounds shall be approved unless safe transportation is provided to the students enrolled in the program (*EC* Section 8484.6[a]).
16. The program will commence immediately upon the conclusion of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.) (*EC* Section 8483[a][1]).
17. The program will operate for a minimum of 15 hours per week (*EC* Section 8483[a][1]).
18. The program will operate until at least 6 p.m., on every regular school day (*EC* Section 8483[a][1][A][i]).
19. A program that operates at a school site located in an area that has a population density of less than 11 persons per square mile may end operating hours not earlier than 5 p.m. (*EC* Section 8483[a][1][A][ii]).
20. The program will establish a policy regarding reasonable early daily release of students from the program (*EC* Section 8483[a][1]).
21. Elementary school and middle school or junior high students should participate in the full day of the program every day during which students participate (*EC* Section 8483[a][2]).
22. For middle school or junior high school, programs may implement a flexible attendance schedule for those students (*EC* Section 8483[a][3]).



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23. First priority for enrollment of students in an after school program shall be given to homeless youth and students identified by the program as being in foster care (*EC* Section 8483[c][1][A]) and second priority shall be given to middle school and junior high students who attend program daily (*EC* Section 8483[c][1][B]) After School Education and Safety Program Universal 2020–21.
24. The program will provide a safe physical and emotional environment, opportunities for relationship building, and promote active student engagement (*EC* Section 8483.3[c][3]).
25. The program will provide staff training and development (*EC* Section 8483.3[c][4]).
26. The program will integrate with the regular school day and other expanded learning opportunities (*EC* Section 8483.3[c][5]).
27. The program will engage in community collaboration, including, but not limited to, demonstrated support of the school site principal and staff (*EC* Section 8483.3[c][6]).
28. The program will provide opportunities for physical activity (*EC* Section 8483.3[c][7]).
29. The program will assume fiscal accountability (*EC* Section 8483.3[c][9]).
30. The program will meet all of the evaluation requirements (*EC* Section 8483.3[c][11]) and any such data required by the CDE.
31. The program will engage in the collection and use of student social, behavioral, or skill development data collection to support quality program improvement processes (*EC* Section 8483.3[c][12]).
32. The program will ensure that the program maintains a student-to-staff member ratio of no more than 20 to 1 (*EC* Section 8483.4).
33. The program will establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district (*EC* Section 8483.4).

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34. Selection of the program site supervisors shall be subject to the approval of the school site principal (*EC* Section 8483.4).
35. All program staff and volunteers will be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district (*EC* Section 8483.4).
36. The program will provide staff training and development (*EC* Section 8483.3 [c][4]).
37. All funds expended will supplement, but not supplant, existing funding for after school programs. State categorical funds for remedial education activities shall not be used to make the required contribution of local funds for those after school programs (*EC* sections 8483.5[e] and 8483.7[b]).
38. The program may provide three days of staff development during regular program hours using funds from the total grant award (*EC* Section 8483.7[a][1][J]).
39. The program will provide an amount of cash or in-kind local funds equal to not less than one-third of the total grant from the school district, governmental agencies, community organizations, or the private sector. Facilities or space usage may fulfill not more than 25 percent of the required local contribution (*EC* Section 8483.7[a][6]).
40. The program acknowledges that State categorical funds for remedial education activities shall not be used to make the required contribution of local funds for those after school programs (*EC* Section 8483.7[b]).
41. A program may expend on indirect costs no more than the lesser the school district's indirect cost rate, as approved by the CDE for the appropriate fiscal year or five percent of the state program funding received (*EC* Section 8483.9[a]).
42. The program will not expend no more than 15 percent of that funding on administrative costs, which include indirect costs (*EC* Section 8483.9[b]).
43. A program will ensure that no less than 85 percent of that funding is allocated to school sites for direct services to students. The cost of a program site supervisor may be included as direct services, provided that at least 85 percent of the site supervisor's time is spent at the program site (*EC* Section 8483.9[c]).

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44. The program shall submit evidence of a data-driven program quality improvement process that is based on CDE's guidance on program quality standards (*EC* Section 8484[a][2]).
45. Programs may be conducted upon the grounds of a community park, recreational facility, or other site as approved by the State Department of Education in the grant application process (*EC* Section 8484.6[a]).
46. An offsite program shall comply with all statutory and regulatory requirements that are applicable to similar programs conducted on the school site (*EC* Section 8484.6[b]).
47. If 15 percent or more of the students enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the CDE in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such student by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (*EC* Section 48985[a]).





**AFTER SCHOOL EDUCATION AND SAFETY (ASES) GRANT NARRATIVE  
TEACH PREPARATORY MILDRED S. CUNNINGHAM & EDITH H. MORRIS ELEMENTARY  
CDS Code – 19-64733-0138305**

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep ES) is the third school operated by TEACH Public Schools, Inc. in the Westmont/Gramercy Park community served by TEACH Academy of Technologies (grades 5-8) and TEACH Tech Charter High School (collectively, TEACH Public Schools or TEACH). TEACH Public Schools was founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, after whom our new elementary school will be named. TEACH was established with a vision of addressing the needs of the whole child, building children’s character, and integrating state-of-the-art technology in instruction. Staff focus on forging deep, lasting connections with their students.

TEACH Public Schools’ mission is to create a high quality, innovative teaching and learning environment that focuses on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. Our vision to reach students of all backgrounds by teaching the entire child, which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at our schools will be effectively applied to their daily life. TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity to thrive. We adhere to the thinking of philosopher G. Givhan, “What you pay attention to grows.” By looking consistently at our students and the data of our practices, our teachers and students grow in their development and to great successes in the 21st century.

TEACH Prep ES is currently in its second year of operation and serves grades transitional kindergarten through second (2<sup>nd</sup>) grade; each school year, it will add a grade level until it reaches fifth (5<sup>th</sup>) grade and serving approximately 350 students. Additionally, our current student population consists of the following:

- 97% Free and Reduced Priced Meals Eligible Students

- 70% Hispanic
- 25% African American
- 40% English Learners
- 5% Special Education

Given these statistics, TEACH Prep ES is in a high need to resources like the After School and Safety (ASES) grant that will allow opportunities for our students to have additional supports and experiences that support our TEACH Public Schools' mantra of teaching the whole child, which includes social-emotional support, academic support, academic enrichment, physical fitness & health and parent engagement.

TEACH Prep ES, in conjunction with an experienced Expanded Learning organization as it's service provider, and TEACH Public Schools, will have a robust Expanded Learning program serving up to 100 students with a 20:1 ratio, in accordance with the grant requirements. In addition, TEACH Public Schools will serve as the School Food Authority to TEACH Prep ES' Expanded Learning Program and will provide After School Snack (and possibly Supper). TEACH Prep ES' Expanded Learning Program will target all academic core subjects, such as English Language Arts, Mathematics, History & Social Science, Science; however, Technology & Character Building are an integral part of TEACH Public Schools' as well as the integration of the Arts, therefore, the program shall consist of these content areas embedded in the academic enrichment activities and all activities (or clubs). Lastly, in collaboration with our community-based organizations, the TEACH Prep ES Expanded Learning Program shall receive in-kind activities, supplies, and volunteers to enhance the student experiences, as well as building relationships with our stakeholders, like our parents and community members.

Below is an example schedule of the proposed TEACH Prep ES Expanded Learning Program that incorporates the items indicated above, but is not limited to these items, but rather it would expand and grow with student choice/voice, parent suggestions, and community needs.

**TEACH Prep ES Expanded Learning Program Schedule Example**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
2:45pm – 3:00pm	Sign In	Sign In	Sign In	Sign In	Sign In
3:05pm – 4:05pm	Homework Support	Homework Support	Homework Support	Homework Support	Fun Friday Activities
4:10pm – 4:30pm	Snack	Snack	Snack	Snack	Snack
4:35pm – 5:50pm	KidzMath	Tech Tuesday	Enrichment Clubs	KidzLit	Enrichment Clubs
5:50pm – 6:00pm	Cool Down Activities / Dismissal				

As mentioned, all the core subjects will be incorporated into the weekly program schedule. To address these subjects with Youth Development Principals in mind and addressing TEACH’s mantra of serving the whole child, TEACH Prep ES will seek out curriculum such, but not limited to, as the Center for the Collaborative Classroom’s (CFCC) AfterSchool KidzLit, CFCC KidzMath, CFCC KidzScience, CFCC Math Explorer, CFCC Science Explorer, Apex Science, Creative Computing, SPARK Physical Fitness Program, KidsCode, Digital Learning Champion Curriculum by Google, etc.

TEACH Prep ES’ Expanded Learning Program intends on creating a safe and supportive environment through two main avenues: 1) well-trained, dedicated staff who exemplify the values of inclusion, respect for youth voice, and the prioritization of students’ best interests in all program activities and in-person interactions; 2) programming that allows students to share their own and learn from others’ backgrounds, experiences, and interests, while also creating space for the further development of students’ unique voices. In hiring staff, TEACH Prep ES evaluates candidates’ dedication to youth development, experience and expertise in this field, sensitivity to and knowledge of the cultural and socioeconomic backgrounds of our students, positive attitude, and ability to communicate in respectful, engaging ways with varied audiences. The relationships developed between our staff and students are routinely cited as the biggest draw for our programs – through careful recruitment, selection and training we ensure that all of our site personnel excel in forming impactful, mentoring bonds with the youth we serve. Our staff is trained in effective approaches to youth social-emotional and physical development. Training is structured around the seven developmental needs identified by the Center for Adolescence, which include Physical Activity, Competence and Achievement,



Creative Expression, Self-Definition, Positive Social Interactions, Structure and Clear Limits, and Meaningful Participation. The staff ensures daily programming is designed to meaningfully address these needs.

Lastly, prior to working with students, TEACH’s Expanded Learning staff receive training on the site safety plans and the Organizational Policies and procedures. Training related to the identification of high-risk students and the connection to school and community resources is provided along with topics related to sexual harassment, abuse, eating disorders, drug use, negative peer pressure, and more. TEACH’s Expanded Learning staff will work closely with teachers, school counselors, school psychologists, and Title IX coordinators, and family members, as appropriate, in these situations. Additionally, TEACH will seek state-wide (and nation-wide) organizations that support free or low-cost training such as, but not limited to, the LA County Office of Education Expanded Learning Regional Support System Team, California AfterSchool Network, California School-Age Consortium (CaSAC), etc.

### TEACH Prep ES Character Pillars

