

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY20 CSP Grants to Developers for the Opening of New Charter Schools

CFDA # 84.282B

PR/Award # S282B200013

Grants.gov Tracking#: GRANT13149503

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 19, 2020

PR/Award # S282B200013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/19/2020"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="81 Longfellow dr"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Lancaster"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="PA: Pennsylvania"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="17602-4070"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Brian"/>
Middle Name: <input type="text" value="Ignatius"/>	
* Last Name: <input type="text" value="Ombiji"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-052220-001

* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter School Developers for the Opening of New Charter Schools CFDA Number 84.282B

13. Competition Identification Number:

84-282B2020-1

Title:

84.282B - CSP Grants to Developers for the Opening of New Charter Schools FY20

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

AFCLL ACADEMY

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S282B200013

Name of Institution/Organization

ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-AFCLL Academy General Education Provi

Add Attachment

Delete Attachment

View Attachment

AFCLL Academy General Education Provisions Act (GEPA) Statement

AFCLL Academy- application specifically targets elementary and middle school students who come from traditionally under represented and underserved populations; those who are at risk of poverty, academic failure, and school dropout with the ultimate goal of increasing the number and proportion academic success of the students from Low Income families

In carrying out its educational mission, AFCLL Academy will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals it serves. We are committed to ensure that federally funded activities, programs, and services will be made accessible to all teachers, students, and other program beneficiaries with special needs allowing them to participate fully in the projects and programs provided under this application. AFCLL Academy does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its education and research programs, or its services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members, and other participants.

The applicant's Human Resources (HR) Department has established policies to provide an environment free from discrimination and harassment based upon age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation. It monitors, coordinates, and recommends action to ensure compliance with these policies. To effectively and fairly resolve conflicts should they arise, AFCLL Academy will establish grievance procedures related to equal access for applicants, employees, or students and their families alleging discrimination. These procedures, which are administered by HR, are accessible for use

by students, employees, and the general public. HR will also offer in-service training to increase staff effectiveness in recognizing and correcting biased attitudes. In accordance with the Americans with Disabilities Act, AFCLL Academy will provide appropriate accommodations so that the proposed program is accessible to students, staff, and families with disabilities.

AFCLL Academy is committed to implementing strategies for ensuring equitable access to and participation in the program. The following steps will be implemented as necessary with the intent to reduce access barriers and to maximize participation:

1. Consult with admissions/student services to identify the special needs of program participants including, but not limited to, access requirements – such as wheel chair access, signers, and interpreters, as needed.
2. Develop and implement a plan that will address the identified special access needs indicated by participants prior to events: conferences, seminars, workshops, focus groups, etc. Best efforts will be made to hold all program-related events in ADA accessible facilities.

3. Coordinate and offer culturally sensitivity and ADA training for program staff, faculty, mentors, etc., as recommended by Human Resources Department.

4. Develop or acquire and disseminate culturally relevant and sensitive information materials that can be understood and accessible to all potential participants, regardless of their unique challenges.

5. Post information curriculum, materials, schedules of events, and program assessments on the internet – which will enable equitable access by participants and enable assistive computer devices to interpret the materials.

The proposed project will be continually monitored for program effectiveness to ensure that the proposed strategies are met, target audience(s) are being reached, and goals and objectives are achieved. If necessary, corrective steps will be taken to address deficiencies and maximize participation.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Brian	Ignatius	Ombiji	

Address:

Street1:	81 Longfellow dr
Street2:	
City:	Lancaster
County:	
State:	PA: Pennsylvania
Zip Code:	17602-4070
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

AFCLL ACADEMY ABSTRACT

AFCLL Academy respectfully request consideration under Proposed Priority 6 for applicants with experience serving concentrations of students who are individuals from low-income families and is intended to support efforts to increase the number of high-quality educational options available to such students, particularly in the Nation's high-poverty areas.

AFCLL Academy is a proposed charter school in Lancaster PA, designed to support social economically disadvantaged students in 5th -8th grades in Lancaster city. AFCLL Academy will start with 100 students in grades 5, 6, 7 and 8 in August 2021 and expand into 160 students by 2025. AFCLL Academy will primarily serve the students from city of Lancaster, Pennsylvania, with more than 70% of its student body coming from social economic disadvantaged families.

AFCLL Academy's goals are:

1) Adopt research-based, CCSS-aligned curricula; 2) Develop teacher and instructional leader content knowledge and pedagogical content knowledge while simultaneously improving curricula by integrating professional development with CCSS-aligned curricula; and 3) Increase high-need students' achievements on CCSS-aligned assessments. Project outcomes include: 1) the research, procurement, and full adoption of CCSS-aligned curricula; 2) 100% of instructional leaders and teachers will demonstrate at least 80% proficiency on the Content Knowledge and Practice Survey and an AP assessment for their content area; 3) students will achieve and average of 1.25 years of annual academic growth as measured by a nationally norm-referenced assessment; 4) at least 75% of students will demonstrate content mastery as measured by regionally and nationally criterion-referenced assessments; and 5) at least 75% of students classified as Limited English Proficient will be reclassified as Former Limited English Proficient.

Contributions to Research and Practice

AFCLL Academy intends to restructure the curricula and professional development as necessary (while maintaining CCSS-alignment) to ensure content mastery and college readiness. The success of the CCSS-aligned curricula and professional development design will be highly replicable across the nation for the development of other charter schools that seek to prioritize enrollment for economic disadvantaged students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

AFCLL ACADEMY PROJECT NARATIVE

Table of Contents		
Sections	Title	Pages
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A	Experience in Serving Students from Low Income Demographics	3
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Proposed Priority 6—Low-Income Demographic

AFCLL Academy respectfully request consideration under **Proposed Priority 6** for applicants with experience serving concentrations of students who are individuals from low-income families and is intended to support efforts to increase the number of high-quality educational options available to such students, particularly in the Nation's high-poverty areas. The city of Lancaster, Pennsylvania sits nested among miles of working farms and undeveloped land. As such, the city remains relatively isolated, with few bedroom communities and urban sprawl. This isolation has made many of the economic and social problems normally associated with urban environments. At the same time, the city deals with the additional challenges of surrounding rural poverty; Lancaster city's poverty rate is increasing, and currently sits at just under 25% (U.S. Census Bureau, 2020), which is higher than the state average of 12.2%. Of concern is the impact of economic and social disadvantage of the children in the various communities of Lancaster. The single school district that serves the city has four middle schools. All four schools are poorly rated by the state rating system, with a significant number of students in economic distress (https://lancasteronline.com/news/local/of-lancaster-county-public-school-children-are-economically-disadvantaged/article_64014de8-dc9b-11e5-907d-97fd9dbe4a3f.html). In fact, the number of students in the four middle schools of Lancaster City who are considered economically disadvantaged has increased over time (Lancaster Public Schools, 2018), with more than 80% of students in the district receiving free or reduced lunches (School Poverty Data, 2018).

Academic performance on state standardized tests follows the economic deficits in Lancaster City schools. Results show that students consistently under-perform on these tests, which limits future academic progress and contributes to drop out rates in secondary school (Logan, Minca, & Adar 2012). In fact, Lancaster city schools consistently post the highest student drop-out rate and the lowest post-secondary achievement rate in Lancaster county (Pennsylvania Department of Education, 2019). Accompanying the fallout from economic disadvantage is a noticeable pattern of social disadvantage for many of the district's children. The effects of poverty on children are well known, as are the effects on the community in which the drop-outs reside (Alspaugh 1998). Poor school performance and punitive approaches to discipline may lead to a general dissatisfaction of education, distrust of authority, violence, and disengagement. Disengagement from school and other social control institutions increases the likelihood of subsequent poverty.

A. Experience in Serving Students from Low Income Demographics

AFCLL Academy, a new elementary and middle school proposed in this document, will be an open-enrollment charter public school in the city of Lancaster Pennsylvania. **It will enroll more than 70 % of the student body from low income zip code.** The first class will have 100 students in 5th to 8th grade in fall 2021, then AFCLL Academy will increase its enrollment numbers fall of 2024 to 140 students and fall of 2025 to 160 students. AFCLL Academy grows naturally from more than a decade experience of the founding team success of guiding scholar from **Low Income Demographics** through the college recruitment process. Variables of interest included GPA, attitudes about higher education, class attendance, tutoring attendance and suspensions in school. We also discuss about qualitative information with parents, students, teachers, guidance counselors, and local authorities on how to improve and create cutting-edge, practical models of educating scholars using sports which happens to be their passion. With the limited resources the program manages to have 75% of its graduating class matriculate to college. Through the program the founding team has good informal relationships with other non-Profit organizations in the city the following are to highlight some of the partnership:

The Boys & Girls Club of Lancaster has played an integral role in the Lancaster community for over 75 years, providing daily programs and services to nearly 3,000 young people each year. The Club is open daily throughout the summer and after school with programs that emphasize education and career enhancement, character and leadership development, health and life skills, the arts, sports, fitness and recreation. We are currently training the scholars using their facility Roberto Clemente Park on 601 S. Duke St. 17602.

College Assistant Migrant Program and Migrant Education Program from Millersville University they provide supportive and retention services to first-year university students from migrant and seasonal farm worker families, that enrolled through AFCLL Academy. We are utilizing this relationship, by inviting the professors and students from Millersville university, as tutors on volunteer basis. we are positive that this relationship will continue to thrive when AFCLL Academy Charter school opens.

Franklin and Marshall College, Dr. Alex Roomets and grant writer Amy Cuhel- Schuckers and Millersville university Dr. Ryan Orr and Dr. Caleb Corkery are working with the founding members of AFCLL Academy in implementing and seeking grants for programs that seeks to implement programs, in which at-risk, low income students will participate in. The goal of the program was to ultimately to increase the attitudes of inner-city, at risk youth toward post-secondary education; as well as to inculcate values and skills that are necessary for success in a college environment. We are constant communication on the progress of AFCLL Academy and they are valuable resource for AFCLL Academy.

We work with CWS an organization that is committed to welcoming refugees, immigrants, asylum seeker and other uprooted people within the United states who are seeking safety and the opportunity to rebuild their lives. Most of the family who resettle in Lancaster city have very few belongings, less than the poverty line and English is their second Language. They live in the zip codes that AFCLL Academy will be serving.

The community in the city of Lancaster is predominantly Black and Hispanic and disproportionately low-income compared to the rest of the county and state. The south east of Lancaster City has historically been one of the poorest census tracts in the county. Nearly half of Lancaster city Community residents spend more than 35% of their income on rent and large numbers of residents live in public housing, which includes the following buildings in the neighborhoods we will be serving:

- Susquehanna Court 75 Units: 315 Susquehanna Street • Lancaster, PA 17602 Located at South Duke and Chesapeake Streets, it has 75 units (55 for families and 20 for elderly persons). Susquehanna Court became operational in 1965.
- Scattered Sites, I & II 95 single-family dwellings located throughout the City of Lancaster. Scattered Sites I (PA 36-7) Contains 30 units and became operational 1972 through 1975. Scattered Sites II (PA 36-011) Contains 66 units and became operational 1972 through 1975.
- Franklin Terrace 124 Units: 630 Almanac Avenue • Lancaster, PA 17602 Located at South Broad Street and Almanac Avenue, it has 124 units, (108 for families and 16 for elderly persons) and one Community Building. Franklin Terrace became operational in 1967.
- Church Street Towers 101 Units: 333 Church Street • Lancaster, PA 17602 Located at South Duke and Church Streets, it has 101 units, for elderly, disabled and handicapped single persons or couples, an Office Area, and a Community Room. Church Street Towers became operational in 1968.
- Farnum Street East 169 Units: 33 East Farnum Street • Lancaster, PA 17602 Located at South Duke and East Farnum Streets, it has 169 units, for elderly, disabled and handicapped single persons or couples, an Office Area, and a Community Room. Farnum Street East became operational in 1977.

Educational attainment is also very low in this community; less than 10% of this Community residents have earned a Bachelor's degree or higher, compared to 22% of Lancaster city residents and 36% of Lancaster County.

AFCLL Academy projects an initial enrollment 70% of the 100 students in Grades 5-8, comprised of students currently enrolled at area school district in Grades 4-7. Students will be “looped” in four multi-age grades: 5th, 6th, 7th and 8th, and we project each loop will be comprised of roughly 25 students.

Within each individual grade level class sizes will range from 10-15 students, and each grade will have dedicated spaces (2 Classrooms, 1 Coaching Center, 1 STEM Lab) and a variety of staff (both Regular Education and Special Education teachers, Counselor and Coach) to support its learning.

Our Founding Coalition expects some variability in the enrollment levels for each Grade Loop (some will be slightly below the projected 25, in which case others may be increased to balance the school’s staffing and operating systems). AFCLL Academy will staff per student needs and adjust its FTEs accordingly prior to the start of each school year. The school will remain intentionally small by its philosophical stance focused on meeting the needs of students, but will have the flexibility to expand slightly to accommodate mid-year student transfers and other unforeseen situations.

RECRUITING AND MARKETING

AFCLL Academy is confident that, based on The AFC Lancaster Lions track record of success with its guidance in college recruitment process and the growing need for the unique service model it provides, the school will be fully enrolled across grades (5-8) in Year 1 and beyond.

To ensure that all students and families in the greater Lancaster area are fully aware of the school’s proposed opening in August 2021, the Founding Group will host a series of Town Hall Gatherings in and around the city starting in Spring 2020 and throughout the 18 months leading up to the school’s launch. We will be gathering parent signatures and pre-enrollment forms to illustrate the strong demand for the school’s approach. AFCLL Academy has also launched its own web domain, <https://AFCLLancasterlions.org>, along with several social media profiles which it will use to publicize the school’s opening more broadly across the region:

Facebook: AFCLLancasterlionsfoundation

Instagram: @AFCLLAcademy

Twitter: @AFCLLAcademy

In addition to the Town Hall meetings, the Founding Coalition will conduct additional outreach efforts, AFCLL Academy recognizes that there are many families that may know about AFCLL Academy without proactive communication. AFCLL will actively publicize its program through a variety of media and means, beginning no later than August 2020. These efforts will be led by a

Community Engagement Coordinator (CEC) who will be hired full-time in Fall 2020. The CEC will have a significant budget allocation – roughly \$35,000 – to support advertising and outreach in the pre-opening year to ensure that AFCLL Academy connects with families who will most benefit from its services and meets its enrollment targets.

AFCLL Academy’s strategy is based on work from the Annenberg Institute on School Reform at Brown University, which recommends the following practices: (1) door knocking in surrounding neighborhoods; (2) reaching out to parents, students and community members through after-school and neighborhood programs; (3) reaching out to parent-teacher associations; (4) organizing neighborhood walks to meet families; (5) reaching out to young people through community-based organizations; and, (6) reaching out to partner organizations and connectors. We will all also use mailings and emails to area residents, use of local media channels, information booths at community centers, churches and events. All meetings and events will be advertised in key public spaces, and the Founding Coalition members will be enlisted as ambassadors for the school.

AFCLL Academy will also be founded on the basis of collaboration and relationships as it seeks to build a strong culture both within and outside of the school. Its Founding Coalition and Management intend to maintain ongoing conversations with families, community organizations, cultural institutions, as well as the School District of Lancaster and the City of Lancaster. These collaborative discussions will be used to strengthen the school’s programming, while also ensuring that the school is providing the kinds of services that its external stakeholders want most.

Community engagement is an intrinsic part of what it means to be a student-centered, transformational, project-based school. Unlike traditional schools, AFCLL Academy students will not simply go on field trips; they will go on learning expeditions – projects that are guided by a Driving Question. Using a hands-on-learning model, we intend to bring students out of their neighborhoods and expose them to the exceptional culture and history that the City of Lancaster and its neighbors have to offer.

ENROLLEMENT

AFCLL Academy will adhere to the requirements of charter school law (Section 1723-A) and will be open to all age-appropriate students from the SDOL and surrounding districts across Lancaster County. These students will be admitted on a first-come-first-served basis with the exceptions described below as permitted by Act 22. Parents or guardians must complete a student application and supply the documentation listed below in order to be eligible for admission. Where necessary, the AFCLL Academy staff will provide information so that parents

can obtain student records from their present schools. These items – while not conditions of enrollment – will ensure a smooth enrollment process:

- Birth certificate or other official documentation proving birth date
- Student Social Security Number
- Copy of existing I.E.P., NOREP and supporting documentation, if applicable
- Prior school records including academic, standardized test scores, attendance information
- Family “proof of residency” in the local district
- Act 26 Violations

ADMISSION TIMETABLE

AFCLL Academy will welcome all students and families to apply for admission. Interested families are requested to attend one general information meeting (again, this is not a condition of enrollment, but is essential to student success), where they will be introduced to the mission, philosophy, policies, and expectations of the school. The pursuit of excellence, our unique educational program, its academic rigor, character development, and parental involvement will all be emphasized.

In addition to general informational meetings, families will also have the opportunity to schedule 30-minute one-on-one informational sessions with school leadership. During this time, they can ask questions to further understand the school mission, model, and expectations. Families may apply for admission at any time, and no student will be denied the right to apply.

A public lottery, which will receive wide notice in the school brochure, website, and printed enrollment materials, will be conducted by the school in April 2021 (and March of all subsequent years) if applications for enrollment exceed the number of available slots in any grade. All names will be put into grade level batches using the SchoolMint system (selected for its ability to automate the lottery process) and drawn at random. The order in which the names are drawn establishes the list for enrollment and the waiting list. All families who submitted application forms for the lottery will automatically be informed of the results via a letter generated by the SchoolMint database. Students whose names are drawn to fill the grade openings will be sent registration materials via electronic mail and will also be notified of the deadlines established for the completion of the enrollment process. The following documentation is required for enrollment:

- Student Enrollment Form (signed)
- Immunization and Medical Forms (as required by law)
- Family Information Sheet
- Release Form for School Records (from sending school district)

The following documents will also be requested, but are not conditions of enrollment:

- Field Trip Permission Form
- Emergency Contact Form
- Photo and Video Authorization or Denial Form
- Signed and Dated Receipt of Parent Handbook and Student Code of Conduct
- Student Transportation Plan Form

If there is no response from the family within the established deadline, AFCLL Academy will contact the family of the next student on the waiting list. When openings occur, wait-listed families are notified, in accordance with their “ranking,” and are given the opportunity to accept the space. Siblings of enrolled students will be given preference over other names on the waitlist. The wait list, which is formed by the lottery, will be valid for the academic year immediately following the lottery. Students who do not get placed and still want to enroll must submit a new application each year.

NON-DISCRIMINATION.

There will be no exceptions for admission. AFCLL Academy is a public school and as such will not discriminate against any student who applies. If more families apply than the number of slots available, students will be selected on a random basis by the lottery (see lottery description above).

STAFF SIZE.

AFCLL Academy is committed to maintaining an in-class student to teacher ratio of no more than 12.5 to 1. Grades 5-8 will enroll no more than 50 students per grade. In 5 grade, each house will be comprised of two classrooms of no larger than 25 students, and each House will be supported and co-taught by one FT Regular Education Teacher and one FT Special Education Teacher. In grades 6-8, each house will be comprised of two teams of no larger than 25 students. Students will have a home base team (2 teachers, 1 special education teacher) but will experience instruction conducted by subject areas specialists across ELA, history,

mathematics, and science. In short, 8 instructional teachers and 2 special education teachers will support grades 5-8. In addition to the teachers detailed above, additional professional staff and non-instructional support staff that will be available to work with the students; this will drive the actual staff: student ratio to be approximately 6:1. The level of rigor care and quality of Athletic support to be provided requires an intensive and intimate educational setting. The staff chart displayed below clearly supports our commitment to making this happen.

HIRING STANDARDS

Prospective AFCLL Academy teachers, administrators, and other school staff must be committed to the goals and mission of our school – in particular, we are seeking educators who believe in the unique capacity and brilliance of every student, particularly those who are working to overcome social and emotional challenges that have presented challenges in a traditional school setting. Our strong preference and goal is to hire educators who are certified by the Commonwealth of Pennsylvania in their area of expertise; past experience and demonstrated proficiency will also be considered.

AFCLL Academy further seeks to employ professional staff who demonstrate a commitment to student-centered, project-based learning, have a deep understanding of their academic area, are interested in working in a team environment, subscribe to the theory of the teacher as coach and facilitator in the delivery of instruction, are at least functionally literate in computer technology, and have a desire to continue their professional growth.

The Founding Coalition is developing a more detailed description of employment qualifications for all staff. The Founding Coalition will advertise through local papers, professional publications and educational job posting websites (such as PAREAP). They will also distribute job announcements to local universities and will ask relevant teacher preparation programs to refer qualified candidates.

Consistent with charter school regulations, at least 75% of the professional staff will meet the certification requirements for the Commonwealth of Pennsylvania. It is our intention, however, to attempt to hire 100% of fully-certified staff in the first year. The Board of Trustees will appoint the school's chief administrative officer, the Principal, by no later than March 2020. The Principal will have the responsibility of recruiting and recommending all other employees including teachers to the Board for its approval. In every case the Board and administration will adhere to all laws governing non-discriminatory practices in the workplace.

In order to build a staff of teachers, administrators, and support staff with the enthusiasm and open minds necessary to design and provide this innovative learning environment, the school will recruit a variety of individuals with a wide range of experience (across multiple sectors – private industry, social services, counseling, and education), educational credentials, and

interests. Wherever possible, the school will seek to hire bilingual staff to ensure cultural responsiveness and to support the significant portion of students and families who speak Spanish as a first language at home.

STAFFING CHART

position	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Custodian/Maintenance	1	1	1	1	1
Receptionist	1	1	1	1	1
Director of Food Service	1	1	1	1	1
Teachers - Elementary (K-5)	2				
Teachers – Middle School/Secondary (Math)	1	1	2	2	2
Teachers – Middle School/Secondary (Social Studies)	1	1	2	2	2
Teachers – Middle School/Secondary (ELA)	1	1	2	2	2
Teachers – Middle School/Secondary (Science)	1	1	2	2	2
Music Teacher	1	1	2	2	2
Art Teacher	1	1	2	2	2
Health/PE Teacher	1	1	2	2	2
Computer Science Teacher	1	1	2	2	2
ESL Teacher	1	1	2	2	2
Language Teacher (French/Spanish)	1	1	2	2	2
Special Education Teachers	1	1	2	2	2

Curriculum Director	1	1	1	1	1
Director of IT	1	1	1	1	1
Nurse*	1	1	2	2	2
Counselors*	2	2	3	3	3

**Note that Nursing and Counseling services will be provided via contracted service providers (see “Contracted Services” section of the attached budget).*

All AFCLL Academy employees and volunteers will be required to submit the following clearances prior to having any contact with students:

- Department of Human Services Child Abuse History Clearance
- Pennsylvania State Police Request for Criminal Records Check
- Federal Criminal History Record Information (CHRI)

Copies of the required DHS and PA State Police Clearances are included as attachments to this narrative. AFCLL Academy will comply with all of the regulations for school employment as outlined on the Department of Education’s website:

<https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx>

PARENTS ENGAGEMENT

AFCLL Academy through the years of working with low income demographics students realize how difficult it is to for the parents to be involved in the education of their child due to many challenges the families are facing. With at it is paramount to have a strong parental engagement through the AFCLL Academy Parent Association:

The Parent Association is established to involve parents in their children's education and to support fund raising and community outreach events in the Lancaster community. The AFCLL Academy Parent Association will include a governing Board and sub chairs for multiple committees. The Parent Association will grow into a valuable resource to the school and a place to build the AFCLL Academy community between families.

- o AFCLL Academy Department Volunteers:

Parents are encouraged to work within the academy departments to support events and volunteer throughout the school year. A parent liaison will be established for each Academy department to funnel information from faculty to parents so all are kept aware of information and news concerning their child's department. Along with department liaisons, parents work within academy departments on fundraising efforts and help with ticketing and performance setup.

- o Development Committees:

Parents will be asked to serve on Development committees that serve specific needs of the school like AFCLL Academy annual Gala and a Community Marketing Committee. Each fundraising event will have a chair that oversees the event, and multiple parents who play important parts in the success of each fundraiser. Development committees will offer parents important opportunities to make an impact on the Academy and support their child's education.

- o E-blasts:

The parent newsletter will go out weekly. Community newsletter will go out monthly. Event notifications and special news alerts will go out regularly as needed to all databases, which is inclusive of parents, alumni, and community supporters/patrons.

- o Power School:

The Academy will be using Power School, an electronic tool that gives parents access to grades, homework and teacher comments.

- o Google Classroom:

AFCLL Academy teachers will begin to utilize Google Classroom. Some teachers will be using Classroom to initiate a flipped classroom model while other teachers will be using it to post homework assignments and class announcements. It will be engaging students outside of the classroom, and Classroom gives parents access just like students so that they can also see posted work, etc.

- o Social Media engagement:

AFCLL Academy has started to develop a digital following using Facebook and Instagram. All members of the AFCLL Academy administrative team now use social media to communicate information to families.

o Marketing and Foundation Board Volunteers:

Individuals from the business community are invited to serve as volunteer advisory members on the Marketing and Foundation Boards.

o Importance of a Parent Group:

The participation of parents through the Parent Group strengthens relationships between the administration, faculty and parents. An administrator will be invited to each scheduled meeting of the AFCLL Academy Parent Association to share important information about policy, and to allow for questions from parents. We are anticipating to experience an increase in parent volunteers due to these informative and open discussions.

COMPLAINT PROCEDURES

AFCLL Academy will foster an environment where teachers are accountable to each other, the leadership and board, and most importantly – students and parents. We expect that students will be accountable to teachers, each other and their parents, and that parents will be accountable to teachers and the school. We expect that most conflicts related to our school will be resolved through these accountability channels. It is expected that most parent complaints pertaining to curriculum and instruction, classroom management, relationships between and among students, etc. will be resolved at the classroom level. The Principal will provide an additional level of accountability and support for these kinds of complaints and will serve as a mediator if satisfactory resolutions do not occur. It is expected that parental complaints about overall school operations will be resolved by instructional staff, the Principal, the CEO, and/or the Federal Programs Coordinator, and that board involvement in school operations and parent complaints will be very minimal (as outlined below), and only once all other channels of communication and mediation have been exhausted.

Parental complaints that cannot be resolved at the school level can come to the Board of Trustees via the Executive Committee. The committee will use the following procedures to process grievances:

- Only written grievances outlining the alleged violation and the remedy sought on a form developed for families will be heard.
- Committee members must review and respond in writing documenting their recommendation(s) within seven (7) days from the receipt of the grievance.
- Committee members may have a formal meeting with the grievant(s) should they so choose. This step is at their discretion.

- The Board of Trustees will inform the school community of its grievance process through the Family Handbook (distributed to and signed by all parents/guardians) and on the Board/Governance page of school's website.

RECRUITING AND MARKETING

AFCLL Academy is confident that, based on The AFC Lancaster Lions track record of success with its college recruitment process and the growing need for the unique service model it provides, the school will be fully enrolled across grades (5-8) in Year 1 and beyond.

In order to ensure that all students and families in the greater Lancaster area are fully aware of the school's proposed opening in August 2021, the Founding Group will host a series of Town Hall Gatherings in and around the city starting in Spring 2020 and throughout the 18 months leading up to the school's launch. We will be gathering parent signatures and pre-enrollment forms to illustrate the strong demand for the school's approach.

B. Project Design

AFCLL Academy will use grant funds to support three key goals. First, AFCLL Academy will adopt research-based, CCSS-aligned curricula to ensure the foundations of a guaranteed and viable curriculum are in place for all students. Second, AFCLL Academy will use those curricula to drive CCSS-aligned Content Knowledge (CK) and Pedagogical Content Knowledge (PCK) for all staff. Finally, staff will use their curriculum and developmental experiences to dramatically increase high-need students' achievement in terms of growth and proficiency. These goals will be driven, each in turn, by an intensive curriculum research process, an ongoing and integrated process of curriculum internalization and refinement to develop staff's CK and PCK. Students will experience an inclusive, highly supportive, and CCSS-aligned learning progression to support rapid academic improvement.

Because AFCLL Academy program is focused on mastery, please note that these goals include the expectation that teachers will reteach content that has not been previously mastered based on student performance on CCSS-aligned assessments. For example, if entering 5th grades students have not yet mastered 3rd grade level place value standards (e.g. CCSS.Math.Content.3. Number and Operations in Base Ten. A: Use place value understanding and properties of operations to perform multi-digit arithmetic), AFCLL Academy staff will use their CCSS-aligned curricular tools and training to reteach this critical content and connect it to 5th grade level standards.

Logic Model

Goal 1: Adopt research-based, CCSS-aligned curricula.		
Objectives	Activities	Outcomes
1.1: Select CCSS-aligned curricula and assessments for all content areas	1.1: Research curricula 1.2: Procure curricula	1.1: By November 30, 2020, a curriculum evaluation document will provide clear recommendations for curriculum procurement in all content areas. 1.2: By January 30, 2021, all curricula will be available to all staff.
Goal 2: Develop teacher and instructional leader CK and PCK while simultaneously improving curricula by integrating PD with CCSS-aligned curricula		
Objectives	Activities	Outcomes
2.1 Staff internalize CK and PCK	2.1: Pre-assessment of CK and PCK 2.2: External PD and Internal Cycles of Professional Learning 2.3: Post-assessment of CK and PCK	2.1: 100% of new hires complete and reflect on the Knowledge and Practice Survey and an AP (or similar) assessment for their content area 2.2.1: 100% of instructional leaders and teachers demonstrate at least 80% proficiency on Post-Assessments. 2.2.2: 100% of classes have a CCSS-aligned curriculum as measured by Student Achievement Partners' Instructional Materials Evaluation Tool. 2.3: 100% of staff complete and reflect on a Knowledge and Practice Survey and an AP (or similar) assessment for their content area.

Goal 3: Increase students' achievement on CCSS-aligned assessments.		
Objectives	Activities	Outcomes
3.1: Students grow on norm-referenced assessments.	3.1 and 3.2: CCSS-aligned, Inclusive instructional model	3.1: Students enrolled at AFCLL Academy by September 1 of each academic year will achieve an average of at least 1.25 years of annual academic growth as measured by multiple administrations of a nationally norm-referenced assessment (e.g. NWEA MAP).
3.2: Students demonstrate proficiency on CCSS-aligned assessments.		3.2.1: At least 75% percent of students enrolled at AFCLL Academy for three consecutive years will achieve Proficient or Advanced status in all assessed subjects on the PSSA.
		3.2.2: At least 75% of students enrolled at AFCLL Academy for three consecutive years will demonstrate mastery as measured by multiple administrations of nationally criterion-referenced assessments.
3.3: Students classified as Limited English Proficient increase English language proficiency.	3.3 and 3.4: Co-teaching, small-group instruction, tutoring, and personalized learning	3.3: At least 75% of students classified as Limited English Proficient will be reclassified as Former Limited English Proficient by the end of their third year at AFCLL Academy, with the exception of Students with Limited or Interrupted Formal Education or Level 1 students, who will be reclassified by the end of

		their fifth year at AFCLL Academy.
3.4: Students with disabilities achieve IEP goals.		3.4: At least 90% of students with IEPs will achieve 90% of annual IEP goals. Goal

To achieve the fore mentioned goals. AFCLL Academy’s overall instructional philosophy will be consistent across all classrooms. AFCLL Academy believes all students can learn at high levels, and it is therefore critical that staff collaborate to internalize and apply research-based practices that benefit all students, especially students with disabilities and ELLs.

AFCLL Academy will support consistency and vertical alignment by grounding all instruction in common curricula and a data-driven, “assessment for learning” approach. To ensure clear intended learning outcomes, AFCLL Academy will use benchmark “Destination Assessments.” These assessments will focus teachers and students on essential knowledge and skills while providing data for instructional improvement. They will fall into two categories: external assessments (e.g. NWEA MAP) and internal assessments (e.g. ACT-aligned interims or an essay). Section I.4.A: Assessing Student Performance provides additional detail.

To prepare students for the rigor of these Destination Assessments, AFCLL Academy will engage students in a continuum of participatory teaching methods. To support these participatory methods, AFCLL Academy will use instructional models to ensure all students develop a thorough grounding in content and skills with the goal of application and synthesis via discussion, practice, and collaborative learning. Teachers will choose from the following instructional models based on need, standards, and the Destination Assessment rigor:

- Whole Group Direct Instruction. Students will learn foundational skills and knowledge in heterogeneous groups, guided by the facilitation of a teacher and/or co-teachers.
- Small Group Direct Instruction. Students will learn in homogenous groups to address skills or knowledge that are particular to the needs of that group. This structure will be especially important for the rapid development of literacy and numeracy foundations as well as for targeted support of students with disabilities and ELLs.
- Personalized Learning. Students will drive their own learning through goal-setting and independent practice. This structure will: (1) Maximize students’ autonomy and ownership of learning, which is especially helpful for students with special needs to develop their wayfinding and executive functions; (2) Maximize students’ ability to monitor their own progress; (3)

Create flexible opportunities for students to get lots of “at bats” with knowledge and skills they have not yet mastered and (4) Leverage teachers for higher order conceptual and shared learning rather than relatively mundane tasks like generating and tracking student progress on a math problem set.

- Collaborative Learning. Students will collaborate with others to drive their collective learning, build habits of discussion, and practice for application-level assessments and expeditions.
- Tutoring. AFCLL Academy has developed partnerships with nonprofits, businesses and universities to offer a high volume of individual tutoring services to students.

Mastery-Focused Pedagogy. AFCLL Academy will develop teachers in universal pedagogical principles that ensure high engagement, support, and rigor whether in whole group or personalized instructional models. The following strategies are prioritized to ensure that students with disabilities, students with limited English language proficiency, and students “at-risk” of academic failure meet the high standards that are set at AFCLL Academy.

Help Students Until They Master It. Students learn at varying rates. AFCLL Academy believes in Growth and the potential of all students to meet high standards. AFCLL Academy will therefore be prepared to support students regardless of the pace at or style in which they learn until they reach mastery, via: [i] Clear, engaging, high-quality lessons fostered by a low student to teacher ratio; [ii] Station rotations through small group, collaborative, and personalized learning models; [iii] Pull-out and push-in support from Learning Support Specialists for students with disabilities and ELLs; [iv] Extended block schedule that allow for sustained practice before shifting to a new cognitive task; [v] Increased learning time relative to traditional schools; [vi] Additional services such as counseling, speech, and occupational and physical therapy; and [vii] Tutoring.

Caring Relationships. Feeling known, cared for, and respected is a prerequisite to the sense of personal value and well-being necessary for learning. To maintain a “small feel” and develop an intentional community, AFCLL Academy will operate as distinct middle school academies, each employing a strong daily advisory structure to foster a feeling of belonging in a tight-knit community. Staff will have ample time and support for building relationships with students. Together, students and staff will meet challenges and come to see that with shared, hard work they can surpass any obstacle.

Help students envision a bright, inspiring future. Children who have a clear and positive image of their futures are better able to overcome the hurdles that being born into low-income

communities can place before them. AFCLL Academy will continuously engage students in college and career learning opportunities to ensure they internalize an equitable vision of their own future and the growth mindset to connect their work at AFCLL Academy to the development of knowledge and skills necessary to succeed in these institutions. This message will be reinforced through: {i} Frequent learning about and reference to inspiring leaders, universities, and career paths; {ii} Connections with speakers, mentors, and tutors from universities and area businesses; {iii} Field trips to museums, local and national parks, and universities; and {iv} Expeditions, internships, and study abroad programs.

Foundational Texts to Ensure Equitable Pedagogical Practices. All AFCLL Academy's teachers will be developed using Zaretta Hammond's Culturally Responsive Teaching and The Brain and Aida Walqui and Leo van Lier's Scaffolding the Academic Success of Adolescent English Language Learners, both during summer PD and throughout the year. These texts provide a strong grounding in principles of teaching and learning that drive equitable communities and outcomes. Teachers will also leverage tools described in the Teach Like a Champion taxonomy to support high levels of cognitive engagement.

Provide Structure and Order. AFCLL Academy believes that all students have a right to a safe and orderly school. Creating an environment in which teachers can focus on students' priority needs and students can focus on learning and mutual support is essential to our mission. We will therefore hold students to high, clear expectations for academics and behavior.

AFCLL Academy will constantly check its progress towards school objectives by having an Instructional Leadership Team (ILT), overseen by the principal and including lead staff members, which will report progress to the board. The accountability team will convene monthly to track data for school accountability measures, with a focus on students with Individualized Education Plans (IEPs) and on those Regular Education students who are below-grade level in key academic areas. The ILT will meet at least once per month throughout the year. The Instructional Leadership Team will:

- Identify and promote those measures and assessments that are appropriate to district, state, and national standards.
- Evaluate and recommend those additional measures and assessments that may be appropriate to the school. These will not include those specific assessments used by classroom teachers to assess student performance on course-related materials.

- Establish a specific and appropriate system for measuring and tracking the progress of students with Individualized Education Plans (IEPs), and of designing interventions, modifications, and adaptations to ensure their continued success.
- Establish an assessment timetable that includes the time necessary for preparation, actual dates of assessment administration, and the dates by which results will be available to the school.
- Establish, publicize, and promote information concerning the purpose, processes, and timetables of administered assessments. These activities could include the conducting of school-wide information sessions.
- Establish policies on teacher and staff roles in the administration of the assessments.
- Develop an action plan for each assessment including the following:
 - o Identification of area(s) affected by the assessment.
 - o Expectations/standards for performance in each area.
 - o Factors affecting assessment in each of the identified area(s).
 - o Identification of actions and activities appropriate to results that meet or exceed the expectations/standards for performance in each area.
 - o Identification of actions and activities appropriate to results that do not meet the expectations/standards for performance in each area.
- Establish a specific timetable for the consideration and evaluation of assessment results.
- Conduct a timely community-wide discussion of assessment results and solicit input on their possible ramifications.
- Develop a set of proposed recommendations that may include reforms and/or revisions.

The ILT will also be responsible for administering satisfaction surveys at least twice per year to the organization's key stakeholder groups: teachers, staff, families, and students. The surveys will be self-designed or a modified version of surveys already in use by the School District of Lancaster. Surveys will assess stakeholders' views on the following key elements:

- school leadership quality.
- instructional staff quality.
- educational program quality.

- school safety.
- climate quality.

The accountability team will assess the progress in three key areas: Curriculum and Instruction, Student Achievement and School Climate.

STUDENTS WITH DISABILITIES

Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Describe your projections for special education instructional programs that will be operated directly by the charter school or operated by others under contract with your charter school. List any support staff and related service providers that might be employed directly by the charter school or provided under contract, who will provide required support for students with disabilities receiving special education.

AFCLL Academy will adhere to national and state policies regarding special education identification and accommodations: The Individuals with Disabilities Education Act (IDEA) Part B, Americans with Disabilities Act Title II, Rehabilitation Act Section 504, and applicable Pennsylvania statutes, primarily sections 162.670 to 162.710. In compliance with Federal law, AFCLL Academy will annually submit to DESE a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. The School will comply with the local compliance plan, the state plan, and state and federal laws and federal regulations. AFCLL Academy will serve all students regardless of ability and will comply with all state and federal statutes, including Title II of the ADA, the IDEA, and Section 504. AFCLL Academy will educate students with disabilities in the Least Restrictive Environment (LRE) and with their nondisabled peers, to the extent appropriate and allowed by each student's IEP. The school will not discriminate in admission or enrollment against students having or suspected of having disabilities.

All students with special service needs will be identified in accordance with Child Find Requirements (34 CFR §300.125). AFCLL Academy will conduct a full and individual initial evaluation, in accordance with 34 CFR §300.305 and 34 CFR §300.306, before the initial provision of special education and related services to a student. If a determination is made that a child has a disability requiring special education and related services, an Individualized Education Program or IEP will be developed for the child in accordance with 34 CFR §300.320. The IEP will be in effect at the beginning of the school year and will be reviewed and revised periodically, and at a minimum annually. The IEP Team for each child with a disability shall include all individuals specified in 34 CFR §300.321. In addition, AFCLL Academy will provide transportation for students requiring special education services in compliance with 34 CFR §300.323.

Special education processes and procedures. To ensure that all students' needs are well met, AFCLL Academy will hire teaching staff who have the appropriate special education licensure. AFCLL Academy will hire a Learning Support Specialist (LSS) with experience leading effective special education programs to work closely with leaders, teachers, and students to provide accommodations and modifications as needed. The LSS will also oversee the inclusion program by supporting teams of co-teachers, observing co-teaching, and giving feedback on accommodations that are made to classroom materials. The LSS will also maintain records and ensure that all staff meets the needs of all students with disabilities.

Identifying students with disabilities, IEP development and implementation. Upon enrollment, families will complete questionnaires to identify if their child has received special education services or has been diagnosed as having a disability. Once students are enrolled in the school, the DSS will communicate with families whose students are already receiving special education services. The staff will implement existing IEPs and provide an appropriate education in the LRE. If a student with an IEP is not making effective progress, the special educator will convene appropriate stakeholders and, if appropriate and only with parent consent, the team will make changes to the IEP.

AFCLL Academy will use a Child Study Team (CST), a small team of licensed special and general education teachers, to respond to the specific learning needs of all students in the general education classroom, provide continuous support, and, when appropriate, evaluate students for special education services. The CST is engaged after initial academic or behavioral concerns for a student are raised by a teacher or parent/guardian. If a teacher raises the concern, s/he completes a CST referral form and the student's parent/guardians are informed. The CST meets to evaluate the student's classroom performance and prescribes an intervention to address the obstacle(s) to academic success. Through this process, the CST creates a comprehensive plan that includes strategies and structures for staff to employ. Over the next 3-10 weeks, members of the CST periodically observe the implementation of the plan and reconvene to evaluate its effectiveness. The plan generally will provide for increasingly scaffolded interventions, beginning in the general classroom setting, then small-group settings, and finally in one-to-one settings. The CST uses observation and assessment data to decide which strategies and interventions to continue, modify, and discontinue. If the adjusted plan is effective, the CST continues its ongoing monitoring, evaluation and adjustments. If the plan is not effective, the CST will consider referring the student to an outside resource for more specialized evaluation.

When an evaluation indicates evidence of a disability and that special education services are appropriate, an IEP team consisting of the parents, LSS, a regular education teacher, and the student (if age and developmentally appropriate) will develop an IEP for the student and special education services will be provided. All IEPs will be evaluated annually and revised as needed by

the IEP team. All students receiving special education services will be reevaluated at least once every three years.

Instructional Models. AFCLL Academy will serve students with disabilities within an inclusive co-teaching model to the greatest extent appropriate. AFCLL Academy believes students with disabilities benefit from additional adult support, and there are significant benefits of two teachers collaborating to plan and deliver high quality instruction. Some of these structures include a clear deadline by which the general education teacher provides the special education teacher with materials that need to be modified for each student with an IEP and a built-in time for co-teachers to meet with the LSS to discuss achievement data of students with disabilities. Each teacher will be responsible for implementing the IEPs of all students in their classes and seeking support in implementation when necessary. Staff PD will support this approach.

AFCLL Academy anticipates serving a significant range of student needs, including multi-handicap, autistic and mildly cognitively-impaired students. In cases where these students' IEPs dictate the need for a low teacher-to-student ratio or alternative curriculum, it may be necessary to place them in substantially separate classroom settings. AFCLL Academy will directly operate all facets of its special education program and will be responsible for evaluating and hiring staff to meet the needs of all students. AFCLL Academy will rely on three primary instructional models:

- Full inclusion. A student attends general education classes all day and receives accommodated and/or modified instruction and instructional materials by a special education certified teacher or Para/Aide in accordance with the IEP.
- Substantial inclusion. A student attends mostly general education classes but also receives accommodated and/or modified small group and individual instruction in a separate setting by a special education certified teacher or Para/Aide in accordance with the IEP.
- Substantially-separate. A student receives modified instruction in a small group or individual setting apart from the general education population by a special education certified teacher or Special Education Aide in accordance with the IEP.

Instructional methods will be developed and revised for students through ongoing teacher communication, are dependent on each student's specific disability, and can be used in each of the full inclusion, substantial inclusion, or substantially-separate classrooms. Methods include, but are not limited to, the methods outlined in Appendix A12: Instructional Methods for Specific Disabilities. AFCLL Academy is committed to meeting all goals identified in IEPs.

Evaluation of special education program. AFCLL Academy will formally evaluate its special education programming every spring. During this time, AFCLL Academy's school leader and LSS will review student performance in the school's special education program, including individual student progress towards yearly IEP goals, including progress reports, report cards, monitor reports from special education teachers, and statewide assessments. The results of this analysis will inform programmatic revisions, including PD, to better ensure that students are making progress towards IEP and academic goals.

Special education staffing. The following table overviews the staffing profile that AFCLL Academy is assuming. The number of staff and percentage of time spent by grade level will depend upon enrolled students' needs. AFCLL Academy currently anticipates needing at least one full-time Learning Support Specialist and one full-time Special Education Para/Aide per grade level.

- Learning Support Specialist (LSS). Monitors and assesses all students with disabilities and ELL support programs, manages all special education staff and the CST, develops all staff via PD. Requires Master's Degree, ESL certification, and 5 years' students with disabilities and ESL teaching experience.
- Learning Support Specialist (LSS) - Inclusion. Designs and implements curricular accommodations and modifications required by IEPs, manages IEP review and evaluation process for students. Requires SPED certification.
- Learning Support Specialist (LSS) - Substantially-Separate. Designs and implements specialized curricular accommodations and modifications required by IEPs, manages IEP review and evaluation process for students. Requires SPED certification with focus on specific disability.
- Special Education Para/Aide. Assists special education teachers to ensure IEP compliance. Requires relevant child-care experience and references.

Specific positions and the proportion of each position's time that will be dedicated to SPED instruction may vary from original projections based on the needs that will be served. In cases where an IEP requires specialized services not offered by AFCLL Academy's special education staff, such as speech, physical and occupational therapy, the school will contract with external providers. AFCLL Academy's founding team stands ready to make budgetary adjustments depending on the actual need for such services.

CURRICULUM AND INSTRUCTION

The principal and the lead teachers will continuously monitor the curriculum and instructional methods to ensure that instructional methods are in line with AFCLL Academy's educational philosophy and model. The philosophy includes a student-centered environment in which teachers and staff model expected behavior and provide flexible and personalized support in order to challenge students and inspire them to become more curious about the world around them. It utilizes Project Based Learning tools and techniques. Individual student' learning profiles will be assessed and used as a guideline for delivery of instruction. Teachers' lesson plans, PBL planning documents and learning style inventories will be the tools used to assess the curriculum and instructional areas. The aspects of the Model listed above will be incorporated into lesson plans and other planning documents to ensure they are effectively and consistently demonstrated in the class setting. Scope and sequence documents for each course will also be used as a guideline to ensure that the curriculum is aligned to the PA Core Standards, consistent with the AFCLL Model, and focused on preparing students for secondary and post-secondary success.

STUDENT ACHIEVEMENT

To assess student achievement, AFCLL Academy will utilize standardized tests, classroom performance measures and other socioemotional instruments designed by AFCLL Academy Charter Schools.

Students will participate in state testing such as PSSA Exams. Progress monitoring will be completed on a regular basis to track advancements in reading and math levels. Student achievement data will be compared to comparable subgroups (i.e., Special Education students) within the School District of Lancaster, and the Instructional Leadership Team will regularly review the alignment between classroom performance measures (tests, performance tasks, project deliverables) and instructional materials to ensure that all standards are being adequately addressed and that students' unique learning needs have been adequately accounted for. The AFCLL Academy internal Education Assessment will also be utilized to measure the components of the AFCLL Academy philosophy that relate to student achievement. These measures include student's feelings of connectedness and engagement in their own learning, social and emotional resilience, problem solving abilities, and their ability to focus on their academic performance.

SCHOOL CLIMATE

School climate will be assessed in terms of student engagement, school safety and discipline, and parent, student, and teacher satisfaction surveys. In the AFCLL Academy Education model, learning is reinforced through a student-centered classroom design, strong relationships

between children and adults, and arts-and-science infused enrichment opportunities. The impact of our model will be measured through the following metrics:

- Feedback on student, family, and staff surveys.
- Daily attendance tracking and participation in extracurricular activities.
- Disciplinary referrals, suspensions, and interventions.
- Counseling schedules, notes, and therapeutic interventions.
- AFCLL Academy-created socioemotional assessments.

The data sources listed above will be regularly reviewed by the Instructional Leadership Team to identify areas for school-wide improvement and “climate intervention” through the use of incentive systems, opportunities for student leadership and other methods.

All professional staff at AFCLL Academy - teachers, counselors, and administrators alike - are expected to demonstrate professionalism, an unwavering commitment to children and to their practice, and a growth mindset that drives them toward continuous improvement. All AFCLL Academy professional staff will accordingly set annual goals, work with a coach and/or supervisor (depending on role) and gather data/evidence to measure progress toward those goals. AFCLL Academy seeks to be the kind of environment that fully supports the learning and development of its adults as well as its children.

PRINCIPAL EVALUATION

AFCLL Academy evaluation system for leadership is a reflective annual process that is grounded in multiple measure of effectiveness (school-wide achievement, assessment against a standards-based rubric, and goals that are co-created by the leader and her/his supervisor). The system is consistent with the school’s commitment to continuous learning, differentiation, and relevance, and requires that leaders be both reflective and goal-oriented. The attached rubric, developed by Kim Marshall and based on competencies developed by New Leaders for New Schools, provides a framework for self-assessment and conversation with the AFCLL Academy Board Chair and Executive Committee (who will also assess leadership against the rubric) around strengths and growth areas, improvement goals for both self and school, etc.

In addition, the AFCLL Academy Board will conduct an annual 360 Evaluation of the Principal, which will include input from parents, teachers, and other school stakeholders. The Principal will be expected to work with the Executive Committee to create an annual Growth and Evaluation Plan, including goals and metrics.

TEACHER EVALUATION

AFCLL academy instructional staff will be certified in the subject area in which they teach and held to PA standards for teaching certification. Instructional staff will be experienced professionals who will be committed to the school's mission and vision and will do their professional and personal best to fulfill all duties and responsibilities of the charter. Teachers will be actively involved in the planning, implementation, and evaluation of the educational program and school operation and will be accountable to all stakeholders for students' academic and social growth.

AFCLL Academy will not discriminate against any staff member on the basis of race, religion, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, physical disability, mental disability, medical condition, or age.

All instructional staff members will be expected to do the following:

- Be committed to the school's mission/vision and the principles that underlie it.
- Demonstrate expertise in the area(s) for which they are hired.
- Participate in all aspects of the school's programs and activities.
- Engage with all stakeholders in ways that are respectful and consistent with the school's Code of Conduct.
- Engage with families as partners in their students' learning.
- Respect the sensitive nature of students' specific learning disabilities and/or mental health status and follow all applicable FERPA laws.
- Be punctual and thorough in meeting professional responsibilities.
- Demonstrate success in helping students meet individual and school-wide performance goals.
- Participate in professional development opportunities, incorporating new knowledge and skills in their work.
- Demonstrate effective classroom management.

Teachers will be required to submit lesson plans to the administration using an agreed upon lesson plan template and work plan. Administration will audit classes periodically to ensure teachers are carrying out the lesson plans as documented. Lesson plans should include an outline to describe how the teacher plans on addressing students' diverse learning needs and plans for differentiation.

An instructional staff evaluation plan will be developed to ensure the success of continuing professional growth of the staff. AFCLL Academy takes a continuous learning and improvement stance towards teacher evaluation. Our approach to evaluation is not about a school leader sitting in a teacher's classroom two times each year. Rather, it is an ongoing process of goal setting, learning, and evaluation.

The evaluation plan will include, but is not limited to the following:

- Teacher self-assessment and goal setting at the beginning of the school year.
- On-going self-assessment and revision of yearly goals.
- A schedule of peer coaching, mentoring, and modeling of effective practices and peer reflection.
- On-going formal evaluation (twice annually) by the Principal or designee.
- Meetings with the Principal for feedback based on observations and self-assessments.
- A minimum of two written evaluations for all first and second year teachers; then a minimum of two for those with more than two years' experience in AFCLL Academy.
- Additional evaluations will be done as deemed necessary for staff in need of additional support.

The formal evaluation tool will be based on the Charlotte Danielson framework. The Danielson framework includes four domains on which teachers will be evaluated, including planning and preparation, the classroom environment, instruction, and professional responsibilities.

In addition to the Danielson Framework, staff will be evaluated using the AFCLL Academy Performance Summary. The AFCLL Academy Performance Summary encourages staff to reflect on their accomplishments and identify their challenges. The performance summary also includes an action plan to overcome challenges, a timeline to complete the action plan and a plan for individual growth. Each staff member completes the AFCLL Academy Performance Summary with an administrator at both a Mid-Year and End-of-Year Review to ensure a comprehensive list of accomplishments and challenges are included and that the action plan, timeline, and individual growth plan are both relevant and achievable.

Finally, teachers will receive feedback based on data from student satisfaction surveys. Mid-year evaluations will include input from the Principal regarding contract renewal. Retention or non-retention decisions will be made by the Principal, subject to Board approval. Performance Evaluation - The annual review of a professional employee or semi-annual review of a temporary professional employee which utilizes a rating system required pursuant to 24 P.S.

§11- 1123 and a rating form or an alternative rating form approved by the Department as set forth in 22 Pa. Code, Chapter 19.

TEACHER AND STAFF DEVELOPMENT

AFCLL Academy will provide opportunities for staff development in the form of in-service days, weekly staff meetings, and by encouraging participation in professional organizations.

In-Service days: A minimum of four in-service days prior to the first day of school will be provided to all instructional staff. An additional four in-service days will be planned throughout the school year and two in-service days at the end of the school year to engage in data analysis and future planning. Additionally, AFCLL Academy will maintain an active teacher induction program for all new teachers including a mandatory four-day onboarding at the start of the school year.

Weekly meetings: At least once per school week, teachers in like disciplines will have the opportunity to share information and research on new and updated topics in their specialty area. While the exchange of the information can be informal, a brief written summary of the information will be forwarded to the Principal for inclusion in a monthly electronic newsletter on teacher development that will be sent to teachers, staff, Board members, and appropriate members of the school community.

Participation in professional organizations: Each of our teachers will be encouraged to maintain membership in a relevant professional organization (NCTM, NCTE, etc.). Teachers are encouraged to participate in the activities of any local charter of their professional organization.

Framework for Curriculum-Driven Professional Learning	
Component	Description
Rigorous, Comprehensive Curricula and Assessments	Ensure all schools have access to rigorous and coherent curricula, assessments, and instructional resources aligned to College- and Career-Ready Standards. (1) Broad and deep instructional resources; (2) Carefully vetted; (3) Designed for teacher adaptation; (4) Continuously improved
Content-Focused, Expert-Led Collaboration	Organize teachers into teams, led by content experts, that have the time, support, and culture of trust and learning to collaborate on instruction. (1) Shared-content teams; (2) Sufficient time; (3) Leadership by content experts; (4) Agendas, protocols, tools, and data; (5) Culture of trust and agency
Frequent, Growth-Oriented Feedback	Provide regular feedback from content experts that is focused on helping teachers improve instructional practice. (1) Personalized

	attention from coaches; (2) Sufficient time for observation and feedback; (3) Support for content experts
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ACCOUNTABILITY TO PARENTS

The goal of AFCLL Academy is to create a home and school partnership to support student engagement and academic success. Communication between the school staff and parents will occur both informal and structured occurrences such as Student-Led Conferences, IEP meetings and parent teacher communication as needed. Student-Led Conferences will occur once per quarter (four times annually) for a comprehensive view of students’ success. The final meeting will focus on each student’s end of year portfolio. These conferences will provide the parent with a snapshot of their child’s academic progress including grades, attendance and academic progress, discipline concerns as well as progress with counseling and/or coaching. A customized Student Success Plan will be created as a living document for each student in the fall with parental input (and students’ input beginning in grade 5), revisited in the winter semester for possible revisions, and again in the spring to determine if goals have been met.

Quarterly Report cards will be provided to parents at the end of each marking period, with progress reports completed at the midpoint of each marking period. Standardized test scores will be provided to parents in a timely manner.

Parents, students, community members and the Board of Trustees will receive a School Report Card (SRC) twice annually. The intention of the SRC is to provide AFCLL Academy stakeholders with the means of monitoring our progress towards goals. In addition to student achievement information, the report will include standardized test scores, student achievement data in comparison to national/state and district averages, school climate and safety reports, teacher qualifications, average class size and attendance.

Parents and interested stakeholders will receive hard copies of the SRC, and a link to it also will be accessible from the school’s website. In addition, we will schedule parent forums and develop a Parent Advisory Committee to provide feedback. We will post all scheduled meetings and minutes on our website. Each year all parents will be provided with the Family Education Rights and Privacy Act (FERPA) notice. This too shall be posted on our website. All regular Board meetings will be held in accordance with the Sunshine Act.

AFCLL Academy will provide parents with several opportunities to express their feelings and provide input into the operation of the school including staff performance and progress towards goals. In addition to Board meetings, teacher conferences, and the annual parent survey, parents and stakeholders will be able to provide input through school organizations, including the Parent Advisory Committee.

THE PARENT ADVISORY COMMITTEE (PAC).

At AFCLL Academy it is our intention to provide our parents and members of our community with every opportunity possible to participate in school activities, events, and to have input on matters of importance to them and their children. One of the vehicles for this involvement will be through the formation Parent Advisory Committee. Any AFCLL Academy parent will have the opportunity to be a member of this committee. The PAC will be responsible for the following:

- Making recommendations to the administration on subjects of importance to students and parents
- Supporting the school by organizing school-wide projects, activities, and parent volunteer programs that foster the school's mission

The PAC will interface with the school through the Principal or his/her designee.

General meetings for the committee will be held on a schedule determined by the selected representatives and meetings are open to the public. Notices of meetings will be posted at the school at least two weeks in advance. AFCLL Academy will follow federal and state laws regarding background checks, clearances, and Act 126 training for activities carried out by parent and other community volunteers.

C. Project Personnel

AFCLL Academy wishes to promote diversity and equal access to all categories of employment, including retention and professional advancement, and will ensure equal opportunity, without regard to age, gender, sexual orientation, race, color, creed, religion, ancestry, national origin, social or economic status, parenthood, marital status, or handicap. AFCLL Academy believes that equitable outcomes for students can be achieved through the development of an intentionally diverse community and inclusive culture. The culture of this community will be driven not only by a shared desire for equitable outcomes, but by an abiding belief in the value of equity itself – that we must address the inequities of historical de jure segregation and contemporary de facto segregation and work together to address them.

Because of the important focus on curriculum development and staff recruitment during its pre-opening year, AFCLL Academy will prioritize these areas of practice for implementation of its DEI strategy. AFCLL Academy will establish rigorous internal goals to ensure that 70% of applicants are educators of color and/or women to provide positive role models for an otherwise disenfranchised population. To achieve this recruitment goal, AFCLL Academy will establish strong external outreach to networks of educators who reflect the diversity of its students.

Founding Team Members Have the Capacity to Achieve the Mission. AFCLL Academy founding team brings insights from having managed, governed, and led many urban public schools in the U.S., along with a diverse array of relevant leadership experiences. Members of the Board have direct experience with public school finance, nonprofit and education law, and governance, as well as a distinguished record of service in the Lancaster City community.

Dean Kline is co-founder, fund manager and managing director for Penn Venture Partners, a venture capital firm. He is also a managing member of the fund's general partner. In addition, Kline is a board director for several companies: Corporate University Xchange, the Harrisburg Senators, Journal Publications, Probity MT, and Thermacore. Prior to joining Penn Venture Partners, Kline was vice president of Schoffstall Ventures, a venture capital firm specializing in early-stage technology companies. He is the former executive vice president of CURE International, which establishes children's hospitals in developing countries, and was a start-up when Kline began working for the organization. Previously Kline was vice president of planning for a large manufacturing company. He also served as assistant to the executive director at the World Bank, and was responsible for improvement of loan quality, the education and health sectors, and the portfolio for Africa and subsequently Asia. Moreover, he served on the bank's Joint Audit Committee and the Committee for Development Effectiveness. Kline began his professional career as an international economist at the U.S. Treasury Department, where he worked on financial and economic relations with Asia and the Middle East, including exchange rate negotiations, financial market liberalization, and funding related to the Gulf Crisis. He was awarded the Secretary's Certificate and the Certificate of Award by the Treasury Secretary. Dean Kline received his M.Phil. and Graduate Diploma from Cambridge University and his B.A. from Wheaton College.

Dr. Perry Daniel brings plenty of experience, he is the deputy regional vice president of K12 inc. Currently Serves as direct regional leadership support for Alabama Virtual Academy (Eufaula School District), Friendship Public Charter School Online (Washington D.C.), Louisiana Virtual Charter Academy, and Virginia Virtual Academy (King and Queens County, Patrick County, and Richmond Public Schools). Dr. Daniel Works with lobbyist and K12 Government Affairs team to educate and inform community leaders and legislative committees about teaching and learning in the virtual setting as the Head of School Louisiana Virtual Charter Academy;

- Developed plan and established relationships to establish blended learning centers in three cities around the state.
- Instrumented a plan that lead to 15 points growth in the school's School Performance Score (SPS) and improved the school's rating from 2013 to 2014.
- Serve as the instructional leader of the school.

- Work with staff to create a collaborative culture that embraces change and is committed to serving students and families.
- Serve as liaison between the school, parents, and the community.
- Work with the business and finance managers to oversee budgets and forecasting.

He is the Founder and Lead Consultant Daniel Education Group, where they, Provide leadership development and support for new school leaders. consulting for schools and districts in the areas of instructional leadership, assessment, student and staff culture, and special education. Provide consulting for organization in the areas of leadership development, role identification, team development, and strategic planning.

Faith Wangunyu is the founder and owner of Princeton Preparatory Schools. She moved to the United States in 2010 from her native country Kenya. After working at various local childcare facilities while attending Kennesaw State University, she noted the immediate need for quality childcare in the area. She felt that the children needed practical life activities, nature studies, music, and engaging foreign languages and culture studies which I implemented in all classrooms and witnessed positive results. Three years later, she was required to observe the Montessori classroom at Kennesaw State's Montessori Department as part of her International Affairs and leadership studies coursework. She was impressed by the Montessori Method. It not only reminded her of her preschool years, but surpassed everything she thought a preschool should be. She knew this is what the community needed. With the help and the guidance of Dr. Feland Meadows, then head of the Montessori training program at Kennesaw State, Princeton Preparatory was opened on January 30th, 2015. Her experience in elementary age student is vital for AFCLL Academy Charter Schools, she believes that children learn best by doing, she has been successful in providing as superior learning environment for her students through implementation of individualized curriculum.

Brian Ombiji attended Lindsey Wilson college in Columbia KY, majoring in accounting/ business administration. His appointment as the CEO of AFC Lancaster Lions Corporations in 2014 to present has seen the organization grow its scholar Athlete program to over 100 participants, he likes to be hands on, to prepare the team on the daily basis to compete in American soccer leagues. He helps with professional development of future professional coaches. Team building. Player and coaches' management. Brian Cofounder of South Central PA soccer Academy, coordinator. Consultant on player development and club management. First team to coach girls team 75% went to play collegiate soccer and raised 1 million dollars on college scholarships. During 2007-2014 Brian's Synergistic Activities he was the head coach of a girls' team of 14 players at Lower dauphin school district soccer club known as LDC United. 7 students went on

to play NCAA division one collegiate soccer, the rest played division 2 and 3. He motivated the group until they raised 1.5 million dollars on college scholarship. In 2007-2012 he played Professional soccer player for Harrisburg City Islanders in United Soccer League. During his tenure there he helped the organization win national championship in 2007, he was runner up for rookie of the year in 2007. USL second team in 2007. 2011 USL Eastern conference finals, 2011 USL finalist. 2002-2006 College soccer player on a full scholarship, while with Lindsey Wilson College in Columbia Kentucky, earned three All-Conference First Team selections, two NAIA All-Region First Team nods, the NAIA Region XI Player of the Year Award in 2004, and a spot on the NAIA All-Tournament First Team in 2005 and Most valuable player. In 2004, named both the Mid-South Conference and NAIA Region XI Player of the Year, and was an NAIA First Team All-American in 2004[1] and 2005. finished college career having scored 35 goals in 95 games. During college years played with the Michigan Bucks in the USL Premier Development League. 2000-2002 Professional soccer player in Kenya for AFC Leopards. Brian Bring wealth of experience in scholar athlete education and development.

Dr. Christina Jordan, has a doctorate of Philosophy in counseling psychology from university of Kentucky, Doctorate of Philosophy in Educational psychology from Howard University. Her Professional preparation is of the highest order regarding counseling and collaborative center for literacy development, her work has included data, research and evaluation at Fayette County Public schools in Kentucky. She was project director and Co-Investigator in Translating Research to Youth through Information Technology (TRY-IT), funded by the National Institute of Health 2009-2014.

D. MANAGEMENT PLAN

The focus of AFCLL Academy's grant request is to support the systematic building of staff capacity in alignment with CCSS and other college and career ready standards and assessments, such as AP. In the early years of start-up, AFCLL Academy will lean more heavily on external consultants and PD resources to build and refine Content Knowledge (CK) and Pedagogical Content Knowledge (PCK). Over time, however, AFCLL Academy will remove these more expensive scaffolds as it builds internal capacity in key instructional leaders: School Leader, Director of Student Support, Instructional Coaches for STEAM and Humanities, and Dean of Students, and Chief Executive Officer. Please note that the Chief Executive Officer is responsible for supporting the School Leader, and so will focus on developing aligned vision and expectations around staff development during the course of this grant. The CEO will also support a Director of Finance and Operations, who will in turn oversee the operational aspects of AFCLL Academy's growth. This will enable the School Leader to remain focused on the core responsibilities of cultural and academic leadership for staff and students.

Over time, these instructional leaders will increasingly attend to building the capacity of teacher content leads in order to distribute leadership, build institutional knowledge, and develop strong promotion/succession plans as the school grows. The management plan below outlines key steps in the development of CK and PCK so as to ensure high levels of student growth and proficiency for high-need students in the early years of AFCLL Academy’s launch.

Activities	Start	End	Owner(s)	Milestone
Obj. 1.1: Select CCSS-aligned curricula and assessments for all content areas				
Research criteria for making curricular decisions, using tools such as Student Achievement Partners’ Instructional Materials Evaluation Tool	7/1/20	11/30/20	CEO and School Leader	Curriculum evaluation rubric and report
Review curriculum evaluation resources (e.g. EdReports and Louisiana Believes)	7/1/20	11/30/20	School Leader	
Recruit and hire curriculum, ELL, and Special Education program design consultants	7/1/20	11/30/20	School Leader	CCSS-aligned curriculum, ELL, and SPED program design plan
Conduct Excellent School Visits (e.g. Charter Arts, other high-performing schools) to observe implementation and interview instructional leaders	10/1/20	3/31/21	CEO and School Leader	Curriculum training, development, and implementation plan
Plan curriculum-specific internalization and planning protocols	10/1/20	12/31/20	School Leader	
Convene design team members to finalize curriculum decisions	11/15/20	11/30/20	School Leader	
Procure and organize curriculum resources	12/5/20	12/21/20	School Leader	Curricula available for staff in all content areas
Review student achievement data to determine how to improve curricula	Annually from	4/1-8/31	School Leader	Revised, CCSS-aligned
Use curriculum evaluation process to research and procure additional curricular materials	Annually from	9/1-12/31	Instructional Leaders and Teacher	curricula Revised, CCSS-aligned curricula

			Content Leads	
Obj. 2.1 Staff internalize CK and PCK				
Activities	Start	End	Owner(s)	Milestone
Attend Relay Graduate School of Education National Principal Academy Fellowship	7/1/20	6/30/21	School Leader	CCSS-aligned CK, PCK, and instructional leadership systems (e.g. weekly data meeting protocols, literacy coaching protocols, etc.)
Attend UnboundEd's Standards Institute and Teach Like a Champion workshops	Annually, Year vary	time of	Varies by year; budget lists attendees	
Hire new teachers early as consultants	4/1/21	6/30/21	School Leader	Completed contracts
Take Student Achievement Partners' Knowledge and Practice Survey and an AP (or similar) assessment for their content area during the hiring process to assess CK and PCK	Annually -12/31	from 7/1	School Leader	Completed pre-assessments and individualized learning goals/plans
Facilitate evening and/or Saturday curriculum internalization and planning with consultant teachers	Annually 5/30	from 1/1	School Leader	Baseline CCSS-aligned CK, PCK, and curricular internalization complete
Facilitate summer PD, including STEP Literacy PD with external trader	Annually -8/31 2020 -	from 6/1 from 2023	Instructional Leaders	
Instructional leaders and teachers collaborate via Cycles of Professional Learning on a weekly basis, supported by external consultants as needed.	Annually -6/15	from 9/1	Instructional Leaders & Teacher Content Leads	Ongoing refinement of CCSS-aligned CK, PCK, and curricular internalization
Instructional leaders and teachers take a Knowledge and Practice Survey and an AP (or similar) assessment for their content area.	Annually Summer 8/31	at end of PD by	School Leader	Completed post-assessments and updated individualized learning goals/plans

Obj. 3.1: Students grow on norm-referenced assessments.				
Obj. 3.2: Students demonstrate proficiency on CCSS-aligned assessments.				
Activities	Start	End	Owner(s)	Milestone
Completed post-enrollment questionnaires for all students	Annually -6/30	from 3/1	Director of Student Support	Completed questionnaires, including IEP/ELL information
Administer diagnostic assessments to newly enrolled students	Annually 8/15 -	from 9/30	School Leader	Completed diagnostic assessments
Create or update Personalized Learning Plans for all students	Annually 9/1 -	from 10/31	School Leader	Updated Personalized Learning Plans
Apply CK and PCK in the facilitation of CCSS-aligned curricula	Annually 8/15-	from 6/15	School Leader	Students complete at least 80% of curricular units for their grade level
Obj. 3.3: Students classified as Limited English Proficient increase English language proficiency.				
Obj. 3.4: Students with disabilities achieve IEP goals.				
Activities	Start	End	Owner(s)	Milestone
Child Study Team evaluates and plans for referrals from families and staff	Annually 8/15-	6/15	Director of Student Support	Appropriate interventions and new or updated IEPs
Review and update IEPs	Annually 8/15-	6/15	Director of Student Support	and Personalized Learning Plans
Implement co-teaching, small-group instruction, tutoring, and personalized learning	Annually 8/15-	6/15	School Leader	Students with disabilities and ELLs receive appropriately supportive instruction

Activities	Start	End	Owner(s)	Milestone
Evaluate ELL and Special Education program design	Annually 3/1-	4/30	Director of Student Support	Evaluation, including recommendations for future design needs

AFCLL Academy has attached a budget outlining critical costs in the effort to build staff capacity for leading CCSS-aligned, highly supportive instruction for high-need students. The budget proposes a gradual reduction of external PD as internal capacity is built. The continuation plan in the following section provides additional details on how AFCLL Academy’s team will achieve project Objectives within budget.

E. CONTINUATION PLAN

The leadership of AFCLL Academy is comprised of pillars of the Lancaster City community. The board of directors and founding team are dedicated to the success of students in Lancaster City’s urban core. This dedication is shown through the commitment and coordination with city government, law enforcement, members of the business community and nationally known experts in education. They have the political will and power to advocate for the most vulnerable in Lancaster City, economically disadvantaged students. The philosophies described in this proposal will not chance after this funding ends. These leaders have dedicated their lives to this population and this charter school is the fruit of that hard work. While a charter school’s philosophy begins with its board and leadership, AFCLL Academy also believes in systematically building capacity through shared leadership and deep institutional knowledge. AFCLL Academy intends to partner with the Achievement Network (ANet), a national nonprofit that is deeply committed to AFCLL Academy’s mission of equity. ANet assists organizations as they develop the capacity of their instructional leaders to drive CCSS-aligned teacher development and rigorous, CCSS-aligned assessments. While the proportion of the budget spent on curriculum start-up costs will decrease after the first year as enrollment increases, the dedication to building staff capacity will not. The current budget prioritizes building instructional leadership capacity in School Leaders, these leaders will be responsible for refining their approach to teacher development and sharing what they have learned by integrating it into ongoing Cycles of Professional Learning with all teachers. Over time, the budget prioritizes attendance at external PD for the teacher content lead in order to build shared leadership and deep instructional leadership capacity throughout the building. By Year 4 and 5 of the grant, teacher content leads – rather than instructional leaders – will be responsible for facilitating a greater

share of the Cycles of Professional Learning and assuming greater ownership over the long-term development of their colleagues' CK and PCK.

This strong, ongoing philosophy of growing staff capacity means that AFCLL Academy already anticipates fundraising beyond the per pupil cost, which will cover the cost of paying staff salaries. A comprehensive funding plan will not only include per pupil reimbursement, but plans for federal and state grants, corporate and family foundations, special events, and individual giving. AFCLL Academy anticipates utilizing every resource available to provide the comprehensive, high-quality services needed for our students to succeed.

F. APPLICATION REQUIREMENTS NOT INCLUDED IN NARRATIVE

Annual Audit. As a new nonprofit, AFCLL Academy has not yet secured an independent audit. AFCLL Academy commits to independent, annual audits of its financial statements prepared in accordance with generally accepted accounting principles. These audit reports will be available on its website and the website of its sponsor Pennsylvania Department of Education.

Autonomy, Transparency, and Accountability

AFCLL Academy will adopt a set of financial policies and procedures, prepared by its legal counsel, The Conrad O'Brien Law Group LLC, to ensure that financial transactions are properly authorized, appropriated, executed, and recorded. The financial duties will be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

AFCLL Academy will contract a Business Manager, Charter Choices, will prepare financial reports monthly. The Business Manager is responsible for producing various year-to-date reports within 30 days of the end of each month including, but not limited to: Statement of Financial Position and Budget vs. Actual with projections and disbursement listing. The Principal and Board Finance Committee will review financial reports each month, and the Finance Committee will present the reports to the full AFCLL Academy Board of Directors.

The Board of Trustees will govern all operations of the school, delegating day-to-day management functions to the Administration and establishing a reporting relationship between the Board, the Executive Director or CEO, and the Principal. The Board will be responsible for ensuring that the school is run in compliance with the charter application and all applicable laws, and for ensuring the school's sustained financial viability. The Board will set policy for all operations of the school, having ultimate responsibility for maintaining proper relationships between the Trustees, the community, and the administration, and setting policies to maintain

good relationships between the administration, school staff, parents, and members of the community.

The Board will retain the right to delegate certain operating decisions, including day-to-day management, to the Executive Director and his or her designees. The Board of Trustees will be accountable for ensuring that the school is operated in compliance with its Charter and all applicable laws and regulations. The Board of Trustees shall be governed by the By-Laws of the school, the policy manual as implemented and updated, and by the applicable laws of the Commonwealth of Pennsylvania applicable to Public Charter Schools, including but not limited to the Sunshine Act, and the Right to Know Law.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

This Workspace form is one of the forms you need to complete prior to submitting your Application Package. This form can be completed in its entirety offline using Adobe Reader. You can save your form by clicking the "Save" button and see any errors by clicking the "Check For Errors" button. In-progress and completed forms can be uploaded at any time to Grants.gov using the Workspace feature.

When you open a form, required fields are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message. Additional instructions and FAQs about the Application Package can be found in the Grants.gov Applicants tab.

OPPORTUNITY & PACKAGE DETAILS:

Opportunity Number:	ED-GRANTS-052220-001
Opportunity Title:	Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter School Developers for the Opening of New Charter Schools CFDA Number 84.282B
Opportunity Package ID:	PKG00261838
CFDA Number:	84.282
CFDA Description:	Charter Schools
Competition ID:	84-282B2020-1
Competition Title:	84.282B - CSP Grants to Developers for the Opening of New Charter Schools FY20
Opening Date:	05/22/2020
Closing Date:	06/19/2020
Agency:	Department of Education
Contact Information:	Leslie Hankerson Management and Program Analyst E-mail: leslie.hankerson@ed.gov Phone: 202-205-8524

APPLICANT & WORKSPACE DETAILS:

Workspace ID:	WS00523667
Application Filing Name:	AFCLL Academy
DUNS:	0809694250000
Organization:	ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION
Form Name:	Other Attachments Form
Form Version:	1.2
Requirement:	Mandatory
Download Date/Time:	Jun 19, 2020 06:14:44 PM EDT
Form State:	Error(s)

FORM ACTIONS:

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

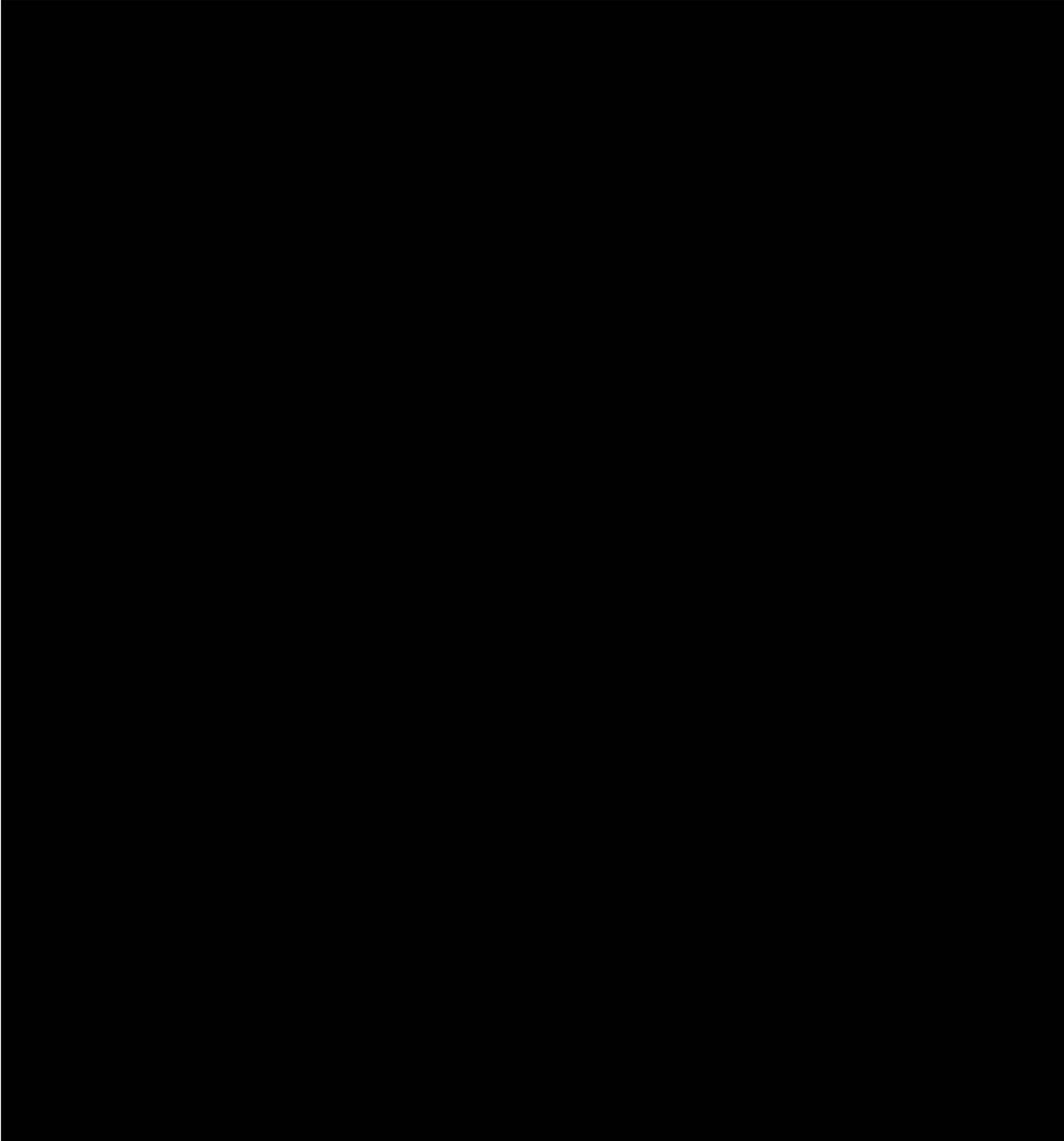
View Optional Other Attachment

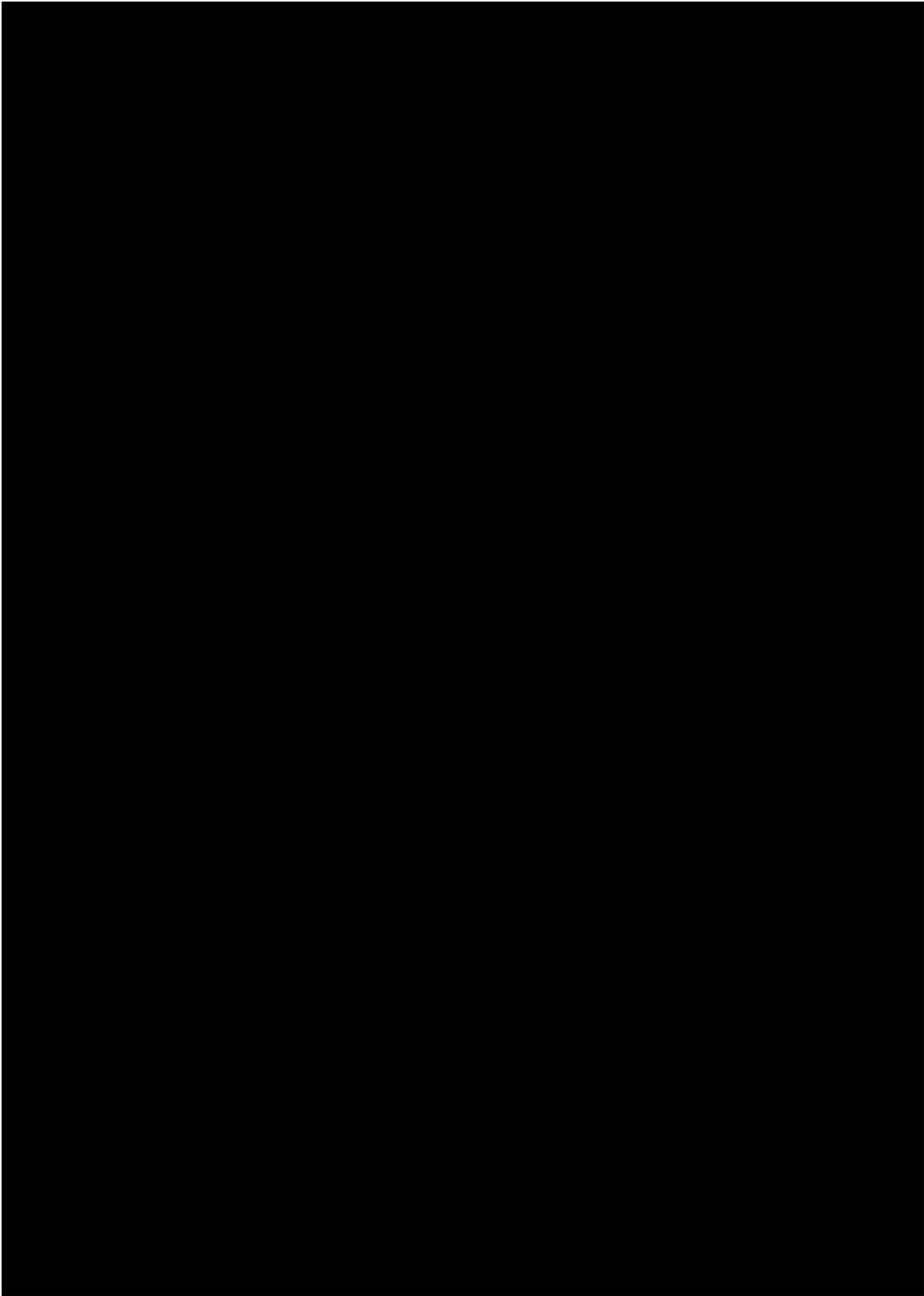
Budget Narrative File(s)

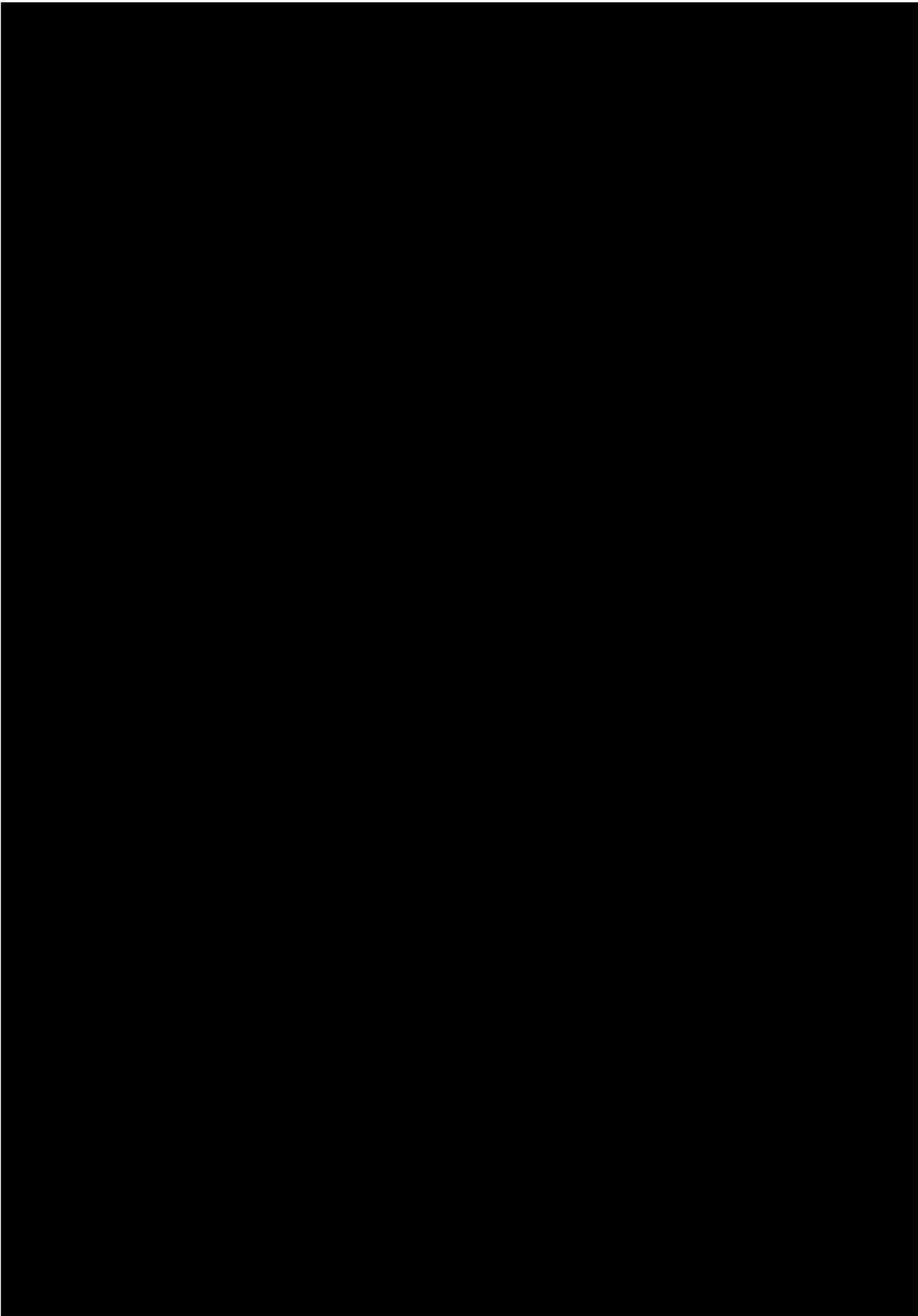
* **Mandatory Budget Narrative Filename:**

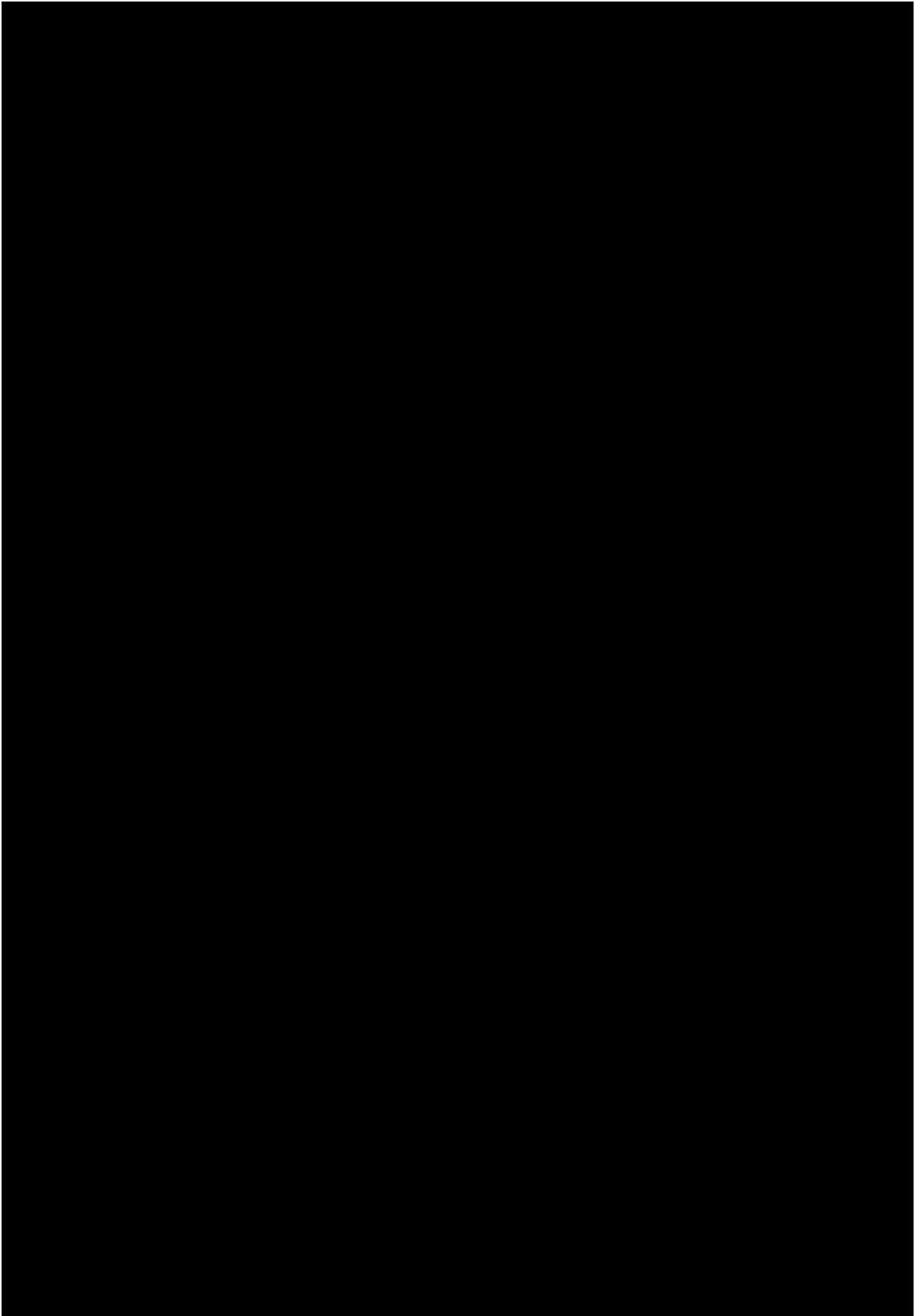
To add more Budget Narrative attachments, please use the attachment buttons below.

**2020-25 AFCLL Academy Charter Schools Program Planning and
Implementation Grants
Budget Narrative Instructions**













U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

Applicant Information

Legal Name:

ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION

1. Project Objective:

1) Adopt research-based, CCSS-aligned curricula;

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
1.1: By November 30, 2020, a curriculum evaluation document will provide clear recommendations for curriculum procurement in all content areas. 1.2: By January 30, 2021, all curricula will be available to all staff.	PROGRAM		/		

2. Project Objective:

Develop teacher and instructional leader CK and PCK while simultaneously improving curricula by integrating PD with CCSS-aligned curricula

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
2.1: 100% of new hires complete and reflect on the Knowledge and Practice Survey and an AP (or similar) assessment for their content area 2.2.1: 100% of instructional leaders and teachers demonstrate at least 80% proficiency on Post-Assessments. 2.2.2: 100% of classes have a CCSS-aligned curriculum as measured by Student Achievement Partners' Instructional Materials Evaluation Tool. 2.3: 100% of staff complete and reflect on a Knowledge and Practice Survey and an AP (or similar) assessment for their content area.	PROGRAM		3 /	3	100.00

3. Project Objective:

Increase students' achievement on CCSS-aligned assessments. PR/Award # S282B200013

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

3.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
At least 75% percent of students enrolled at AFCLL Academy for three consecutive years will achieve Proficient or Advanced status in all assessed subjects on the PSSA.	PROGRAM		75 / 100	75.00

4. Project Objective:

the research, procurement, and full adoption of CCSS-aligned curricula

4.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Curricula available for staff in all content areas	PROGRAM		/	

5. Project Objective:

Staff internalize CK and PCK

5.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Completed post-assessments and updated individualized learning goals/plans	PROGRAM		/	
Completed post-assessments and updated individualized learning goals/plans				

6. Project Objective:

Obj. 3.1: Students grow on norm-referenced assessments.
Obj. 3.2: Students demonstrate proficiency on CCSS-aligned assessments.

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Students complete at least 80% of curricular units for their grade level	PROGRAM		/		

7. Project Objective:

Obj. 3.3: Students classified as Limited English Proficient increase English language proficiency.
Obj. 3.4: Students with disabilities achieve IEP goals.

7.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Evaluation, including recommendations for future design needs	PROGRAM		/		

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION

* Street 1: 81 Longfellow dr Street 2: _____

* City: Lancaster State: PA: Pennsylvania Zip: 17602-4070

Congressional District, if known: PA-011

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Office of Elementary and Secondary Educa	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____

9. Award Amount, if known: \$ _____

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: Brian Middle Name: _____

* Last Name: Ombiji Suffix: _____

* Street 1: 81 Longfellow dr Street 2: _____

* City: Lancaster State: PA: Pennsylvania Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name: Brian Middle Name: _____

* Last Name: Ombiji Suffix: _____

* Street 1: 81 Longfellow dr Street 2: _____

* City: Lancaster State: PA: Pennsylvania Zip: 17602-4070

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: _____

* Name: Prefix _____ * First Name: Brian Middle Name: _____
* Last Name: Ombiji Suffix: _____

Title: _____ Telephone No.: _____ Date: 06/19/2020

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**