



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

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

NOGA ID []

Application stamp-in date and time

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

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

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 07/01/2021 to 07/31/2022 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): []

1. Applicant Information

Name of organization Castleberry ISD

Campus name [] CDN 220917 Vendor ID [] ESC 11 DUNS []

Address 5228 Ohio Garden City Fort Worth ZIP 76114 Phone 817-252-2000

Primary Contact Renee Smith-Faulkner Email smithr@castleberryisd.net Phone 817-252-2088

Secondary Contact Dr John Ramos Email ramosj@castleberryisd.net Phone 817-252-2000

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name Renee Smith-Faulkner Title Associate Supe Email smithr@castleberryisd.net

Phone 817-252-2088 Signature [] Date 01/19/2021

Grant Writer Name Amy Kuhns Signature [] Date 01/19/2021

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the “Shared Services Arrangement Attachment” must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Improve student achievement	Utilizing mentors from the schools, community, and from universities we will offer support and enrichment for all students. Afterschool and summer programs will bring experiences to our students for outdoor learning, real-world application of skills learned, and special interest groups such as recreation, fitness, fine arts, and computer science.
Improve Family Engagement for all grade levels	Each center will offer multiple opportunities for family engagement, including orientations, showcases, sports competitions, family coding nights, etc. Additionally, parents will be invited to participate in parent education events regarding social-emotional development, supporting their child's education, and college planning.
Improve graduation rates with CCMR attainment, and reduce dropout rate.	Students will gain valuable academic support and enrichment, as well as support from mentors, personalized college and career planning, and college visits. Participation in group competitions, such as Youth in Government will provide avenues to self-awareness, resulting in stronger commitment to CTE programs of study, and the chosen graduation plan and endorsement.

5. SMART Goal

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

A quality afterschool learning program for students at all grade levels that supports and extends the school day learning structure, will bring an improvement in state assessment scores. By 2024 in Domain 2 of the district A-F Accountability System, students making a year's worth of academic growth as demonstrated on STAAR exams will increase from 66% to 73%. As for 21st CCLC, Castleberry ISD will look to program participation, and the support the program provides to each CIP to measure progress. Students selected for the 21st CCLC program will be those who are most at-risk. The CCLC program that will address individual and campus needs, and consistent participation in the activities will bring the most beneficial intervention.

The goal for the 21st CCLC is to contribute to each CIP in the area of STAAR readiness. By the end of year One, 21st CCLC students will participate in 80% of the assigned outside of school day activities. Growth as to the number of students consistently participating in the program will be our best indicator of program appropriateness of design, engagement, and will yield the most effective results.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Each center will report attendance of at least 50% of the potential students (if center has 150 student capacity, 75 students will be expected) for at least 80% of the assigned days.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Each center will report attendance of at least 70% of the potential students (if center has 150 student capacity, 105 students will be expected) for at least 80% of the assigned days.

Third-Quarter Benchmark

Each center will report attendance of at least 80% of the potential students (if center has 150 student capacity, 120 students will be expected) for at least 80% of the assigned days.

7. Project Evaluation and Modification

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

As mentioned, the effectiveness of the program will be directly related to the attendance of students who are targeted for participation. Therefore, the best indicator of the program's appropriateness for the audience, value to the parent/family, and engagement for the students will be evidenced in attendance.

Center Coordinators will have a direct responsibility in recruiting and retaining students, constant and consistent parent, teacher, and child communication. The Coordinator will provide weekly attendance summaries to the Project Director. It is anticipated that the initial participation might be lower than hoped for, due to parents understanding the value and availability of the program. If a campus has less than 50% capacity after the first six weeks, though, an additional "launch" effort will be planned to capture more families. The taskforce will meet virtually every few weeks to discuss what is working and what is not as to the communication efforts.

If students are not participating at a rate of at least 80% of the assigned days, though, that will call for individual interventions. Parent, student, teacher and community surveys will be collected each quarter to measure program perception and to gather new ideas for systems and program offerings from all stakeholders.

This constant feedback and continuous improvement system will serve to foster an environment of collaboration between home and school, as well as the district CCLC and its relationship to each center.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

9. Statutory/Program Requirements

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

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

Castleberry ISD (CISD) has an 85% economically disadvantaged student population; therefore, access to academic enrichment during after school hours is a great need for students and their families. Meetings were held and electronic feedback was received to determine student and community needs: discussion with the District At-Risk Coordinator, Meeting with District Administrative Leadership Team (including principals), Meeting with Teaching, Learning, and Innovation Department and Technology Department, and the Superintendent’s Student Advisory Groups. The following resources were also evaluated: Discipline Reports, Academic Benchmark results from common assessments given district-wide, Bright Byte survey of student technology proficiencies, English Language Learner TELPAS scores, Placement of students into the district’s Alternative Learning Center, Reading Lexile Levels in elementary grades, Career and Technical participation in Programs of Study, Dual Credit Enrollment, College Scholarships, Student Attendance, Drop-out rates, STAAR scores along with community engagement and Parent University participation.

Like other school districts, during these unprecedented times of an international pandemic, our students are experiencing learning loss. While not previously factored into the need for an outside of school day plan design, now more than ever we predict the usefulness of this program to assist in academic recovery.

Research shows that many challenges arise with children from low-income households. The results from the electronic survey, input from key stakeholders, and reviews of the reports and information gathered on a variety of programs coincide with research that indicates the district has extraordinary challenges to meeting the academic and social success of each individual child. Therefore, the top 5 priorities and needs were determined:

- 1) Improve Academic Performance in all Subjects (Barnett, 2008; Isaacs and Roessel, 2008; & Karoly, 2005);
- 2) Increase Parental Involvement in the Educational Process (Early Literacy Opportunities) - (Otterbourg, 1986);
- 3) Improve Graduation Rates and Decrease Dropouts (Mpofu, 2014; Ravenscraft, 2015; Sergiovanni, 1990);
- 4) Improve Social and Emotional Behaviors and Build Character Skills (Payne, 2003 & Ravenscraft, 2015);
- 5) Increase Knowledge in Computer Science (Melhuish, 2015; & Yoshikawa, et al, 2013)

It was determined that each campus shows a need for enrichment and support activities outside of the school day. Therefore, it is our proposal to offer a 21st CCLC program at each Elementary campus, thereby creating neighborhood access within walking distance of the family’s home. Additionally, the Middle School and High School will each have their own centers. Our data shows that student attendance and engagement take a dip when students enter the 6th grade, and parent engagement also diminishes over time. A 21st CCLC center at each campus will provide the opportunity for our Secondary students to also participate in safe, engaging, and meaningful after school activities.

We anticipate the ability to serve at least 100 students at each campus during the school year afterschool and Saturday program. In the summer, we will offer an extended year opportunity, with one-week camps offered at various times throughout the summer.

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9. Statutory/Program Requirements (Cont.)

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

The district reached out to develop local partnerships with area providers along with incorporating district educators to provide activities that reinforce and complement the regular academic programs, while offering families of students served active and meaningful engagement in their child's education. Local Partnerships have been formed with area providers from the YMCA, Camp Carter, local church leaders, and River Oaks Community Center. In addition, highly qualified teacher leaders and librarians will provide quality targeted tutoring and homework completion for all subject areas for students participating in the program.

The programs and activities offered by selected providers and educators will provide access to knowledgeable adults and mentors who can assist with homework, tutoring, enrichment of curriculum, along with providing opportunities to develop one-on-one relationships with adults in the community. If possible, we would like to include Early Literacy programs such as the Play and Learn program offered by the local YMCA to engage families in the process of how to teach students to read through playful but relevant learning activities. Economically disadvantaged student population have the most to gain from parent involvement activities, as they are most likely to make a positive contribution to student education when provided adequate training and support. Engaging activities such as Coding, Robotics, and other high interest Computer Science activities will challenge students and pique their interest, therefore encouraging high attendance rates in school. Youth in Government will foster future success, as well as an appreciation for civic responsibility for our Secondary students.

The centers will operate after school until 6:00 PM five days a week. During this time, students will be provided snacks along with receiving extra support with homework and other academic needs. Activities will be scheduled on some Saturdays and during the Summer months to help working families provide the extra support their children need along with knowing they are in a safe place that promotes healthy habits that will shape their future.

The District Improvement Plan contains a specific objective of: In Domain 2, students making a year's worth of academic growth in reading and math will increase from 66% to 71%. Because of the implementation of the 21st CCLC program, students identified most at-risk will be included in the opportunity, and their academic improvement (directly attributed to program participation) will positively impact the overall scores for the district. The taskforce has determined that with appropriate planning, center individualization as to remediation and interventions, recruitment and retention of students, and ongoing staff development we will contribute to the overall success of the district, including, but not limited to testing outcomes. We will also see an overall improvement in student attendance, family engagement, and a decrease in the number of student behavioral infractions of the students who are active in the 21st CCLC program.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

Castleberry ISD (CISD) is partnering with the River Oaks Community Center and the YMCA (Camp Carter) to develop a 21st Century Community Learning Center (21CCLC) program for our entire district. CISD campuses are A V Cato Elementary, Castleberry Elementary, Joy James Elementary, Irma Marsh Middle School, and Castleberry High School. The two alternative learning centers, TRUCE and REACH, will also feed students into the program, but the programs will be housed at the main campuses.

The proposed 21st CCLC program will provide before, after, weekend, and summer programs based on surveyed needs of all campuses. The specific program offering will provide enrichment (e.g. museum visits, fine art programs, service learning projects, etc.) tutoring, promotion opportunities and remediation services, STAAR & End of Course (EOC) Prep), Homework Helpers, and other programs suggested by the consortium 21st CCLC Taskforce. The 21st CCLC services will extend the CIP of each campus so that items that are seen to be successful can be built into the ongoing improvement planning efforts for CISD. The 21st CCLC will coordinate with the SHAC (School Health Advisory Council) to assure that the Health and Wellness goals for our students and families are a part of the afterschool programming. Additionally, our School Counselors and Social Workers will be consulted in developing appropriate Social Emotional Learning opportunities.

Castleberry has begun to turn our focus to invigorating our STEM (Science Technology Engineering Math) instruction and program offerings. We will be able to extend this rich learning and advisement into our afterschool program through our partnership with Camp Carter. Over time, we anticipate an increase in the number of students choosing STEM pathways in secondary, and STEM career fields in their college and career pursuits. The general preK-5 grade focus of the majority of the 21CCLC programming will allow our students and their families to have the early support that we believe will change the culture of Castleberry to be a destination district, while maintaining our commitment to the community to provide a neighborhood school.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership The applicant is unable to partner

Castleberry ISD will partner with the Fort Worth YMCA, the Ft Worth YMCA Camp Carter, and the River Oaks Community Center to develop and deliver programs for our students. Examples of new programs we will develop with the ROCC are talent shows, sewing lessons, Community Service projects, Art lessons and exhibits of student work, tutoring, mentoring, and Reading Buddies. The thrust of the partnership with ROCC is in showcasing student work, and providing a link between the schools and the community of River Oaks, where most of our schools are located. In the past, our students have not accessed the Community Center except for occasional community events such as the food pantry or clothing closets. This partnership will provide an avenue for our students to safely engage with the community, and access the support programs our Community Center provides. Additionally, members of the community will be avid Reading Buddies, tutors, and mentors. This should prove to be a welcome and valuable relationship.

YMCA Camp Carter is only 1.7 miles from the Castleberry ISD Administration building. Being a part of YMCA, Camp Carter provides a multitude of programs for youth and families, including swimming, horseback riding, overnight and day camps, orienteering courses, and, most notably, outdoor education. Our partnership will bring these programs to our students, when previously, they have not accessed the camp at all. We envision providing several different after school opportunities for sports participation, safety, STEM Activities, hiking, a running club (5k training) and more. Additionally, we will design a healthy bodies program for our 6th-8th grade girls. Part of the program will be training for a 5k, but will also include nutrition, hygiene, emotional health, and social lessons.

The YMCA also offers a Youth In Government program, with which our students have not previously participated. This program will bring a valuable experience for our secondary students. Statewide outcomes for students who participate in Youth in Government show students more than twice as likely to vote, and to volunteer in their communities. Further, because our middle school students can also participate, this will be a terrific opportunity for student engagement, as well as writing experiences, and research opportunities to prepare for debates on current issues. These activities will allow our secondary student to access a mock legislative experience, preparing them for future success and civic responsibility.

In addition to these formal partnerships, the district will also leverage current relationships with Tarrant County College, University of North Texas, Girls Who Code, The Fort Worth Museum of Science and History, the Botanical Research Institute of Texas, and other local organizations to provide multiple opportunities for enrichment activities, field trips, and college career exploration.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The program is designed to address not only district goals, but individual student goals, as well. We wish to prepare our students to become lifelong learners and responsible citizens in a digital age. To prepare them, we are implementing the afterschool program with the intent to complement school day instruction, and enhance each student's academic performance, unleashing their individual potential.

Based on the STAAR results, academic performance in reading and science are below state performance levels. Providing engaging activities that not only provide the students with hands-on activities for early childhood literacy, but offers parents strategies to use with their students while learning to read will have a positive outcome on increasing the child's ability to read on grade level at an earlier age. STAAR scores indicate an academic need in ELAR grades 3 through English EOC 2. By aligning program activities to the school day and incorporating core content (TEKS) during targeted tutoring and homework support, students will receive support on curriculum that is taught during the regular school day. By providing computer science activities and coding, students will be eager to learn and be more engaged in school as it opens up a new domain in learning that will be important to their futures and gain regular exposure to STEM disciplines. Parents will be excited as their children share excitement about what they're learning, especially if they're doing it side-by-side with parents at an event like Family Code Night.

Mentoring and after-school activities, especially in the area of STEM, will open a world of educational and employment opportunities for students beyond high school. After school activities courses such as SAT and ACT college prep courses, visits from college admission officers, goal setting and monitoring of academic progress will increase the chances of students to be prepared for college. College visits and tours will allow students to ask questions, meet other prospective students and understand college on a deeper level as we prepare students to be post-secondary ready.

Participating in character building activities, such as sports, can help instill core values like honesty, perseverance, integrity, sportsmanship, respect, confidence, responsibility, courtesy, and judgment. These core values and life skills will help students succeed at both school, home, and in their future endeavors.

The most important advantage or benefit is that the after school activities will widen a child's area of interests. Mastering a new art form or a new skill increases the child's self-esteem. It also allows for the introduction to new career options. A child attending a music class may decide that he/she likes it so much that she wants to make a career out of it in the long run. It is this level of engagement in unique opportunities that our program is most excited to offer for our students.

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

Each campus is using its current system of busing students, parents dropping them off at campus, or the students/parents who provide their own way to school. Transportation to all centers will be offered and use the current school district infrastructure. The additional costs for this service will be partially funded with 21CCLC funds. This will allow each campuses to create a system where no student or family member will be excluded from the program just because of transportation. If there is a student that needs transportation to attend the 21CCLC a system of transport will be arranged. Extra funding from the changes requested to supplement these costs of transportation will be determined by the center coordinator, and approved by the district director.

Each student will sign a roster when they attend an activity. This will allow the staff to be able to track the attendance of each student. Also, each student will have a parental permission slip signed allowing for them to attend the 21CCLC program. If a student's parent signs them out after they start a 21CCLC activity normal campus procedures will be used to assure that they are being released according to accepted consortium school district's policies. If a student is not signed out of part of the afternoon 21CCLC but does not show attending their activity, the center coordinator will determine why there is a discrepancy and take appropriate actions. Parents will be informed if a student is "skipping" any activities. On field trips normal consortium member's policies will be followed to assure that all students are accounted for and are transported in a safe manner. This "sign-in" is being done to promote the safety of the students and assure that the students are where they told their parents.

Each of the center taskforces will determine after the 21CCLC program is in operation if a late bus system is needed for any of the centers and if the hours of operation (within the 21CCLC requirements) are aligned to the needs of the families using the program. We committed to working with the centers to develop a busing system that benefits our families. These taskforces will meet before the summer to determine a summer busing schedule that is effective and aligns to district and program needs. We have informed the head of transportation that changes may be needed based on these determinations and they have agreed to work with the 21CCLC staff to assure that all our students are safe going to and from the 21CCLC programs.

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9. Statutory/Program Requirements (Cont.)

7. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Please describe the applicant's plan to inform the community about the center and participating in the program.

Once the grant is awarded the district advertise this exciting opportunity in multiple ways:

1. Flyers will be sent out to parents via campuses that outline opportunities and enrollment procedures.
 2. Website: The district webmaster maintains the district website and oversees campus webmasters. The information will be posted on all participating campus websites along with being featured on the district homepage. A sub web will be established to keep parents informed of the activities provided along with program guidelines and contact information. In addition, the pages will be published in both English and Spanish.
 3. Social Media: The district has a strong social media presence and our Twitter hashtag is embedded on the district homepage. Communications about the after school program will be posted on Twitter and in addition activities will be featured using the #castleberryisd hashtag. Facebook and Instagram, which are already well utilized for Castleberry ISD, will also include promotional posts.
 4. During the back to school registration process, a table will be set up and will include registration information along with the ability to visit with the site coordinator to clarify any questions for parents.
 5. Text messages, emails, and call-outs will be sent to keep parents informed of the after school program
 6. Each campus will also have brochures available in both Spanish and English, describing the program and related activities. This will be part of the materials and information provided at new enrollment for incoming families.
 7. ALL communications will be available in both English and Spanish.
- CISD can register students for learning centers online. Students can also be referred to the 21CCLC program through teachers, counselors, and administrators. Parents will be notified to inform them of coming events such as parent orientation, community events, parent and student activities and student progress in the 21CCLC program. The Family Engagement Specialist will attend local school board meetings and make presentations in order to inform the public of the 21CCLC program. CISD is deeply embedded in the community, and maintains excellent and effective communication with families and stakeholders. Having an afterschool program available to the students of CISD will be seen as a benefit, and the school will be providing a safe environment for students, assistance in academic support and enriching their lives. Families, and the community as a whole, will be excited to bring this opportunity to their children.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

The Federal Program Office of CISD will determine when Title (I, II, III, & IV), IDEA (regular and B), Compensatory Educational Funds, GEAR UP, Homeless Education Funds, etc. all special revenue funds to be linked the 21CCLC program. This system aligns the service with all 'grant funding sources into a single system so that there are no duplication of services and the various program (within the guidelines) provide the maximum services to all our students.

The CIP/DIP drive the local and state tax revenues spending at our district and the evaluation of the 21CCLC is being used to determine the items each of the campuses with access to center include in their yearly update of the CIP. This is the system that we will use to frame how these resources will be used in the 21CCLC program. Examples of the items that are funded from these sources are the classrooms, technology infrastructure, operation of the physical plant (heating, cooling, lights, etc.), building maintenance, etc. the business office and human resource office also use their budgets to provide services to the 21CCLC. The district leadership team provides similar supports from local budget. The DIP provides the link to integrate these 'cost of doing business' with the 21CCLC program. The DIP is the overarching control system for these funds though the CIP does enter into the mix when a company, person, and/or funding foundation wishes to make a contribution to a specific campus. The central office leadership team of CISD works to bring all these moving parts together to assure that the tax-payers money is best spent and all our student have a fair access to the overall resources of CISD.

Because the specific programs and opportunities at each center will be directly aligned to the CIP for that campus, as well as the student data for the participants, it is anticipated that we will see measurable progress in student achievement, but most specifically, increases in student attendance, a decrease in behavior referrals, and an increase in family participation in school related activities at all grade levels.

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9. Statutory/Program Requirements (Cont.)

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

The major challenges to sustaining every part of the 21st CCLC program is nature economy at our ISD. But, we believe that increases in our attendance numbers will be seen by having the 21st CCLC program. Since we believe that the 21st CCLC will increase the regular school day attendance rate, we are looking at using some of these funds to sustain the most successful aspects of the 21st CCLC program. We will use the CIP/DIP system - which helps determine how local funds are spent - to integrate the most successful items of the 21st CCLC into future plans. This will allow the best of the 21st CCLC program to have a tax-base system to continue the program.

The taskforce system will promote ownership of the program by multiple stakeholders. This will give another source of support for the programs. We believe that these stakeholders will see that our quality afterschool program is meeting the needs of our community members, and will assist in securing funds to continue the most promising aspects. Seeing the 21st CCLC program in action will allow other in-kind resources to be found that will continue aspects of the program without the need for traditional resources. This will let the community become even more of a partner, and allow all of us to build a stronger local community. These systems also promote equability in access for all stakeholders because they will have real ownership of the overall 21st CCLC program.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

We will use employees of area businesses, church members, retired teachers, community members at large, and grandparents / parents / other relatives of students in the program to obtain volunteers for the program at our centers. Additionally, we will seek volunteers from area colleges and universities (e.g. pre-service education majors, people seeking social worker degrees, etc.) who can benefit from working with our students, families, and staff. We will seek college students to be mentors in the program to give our students real world examples of people who are using postsecondary educational programs to meet their needs. All of these people will have background checks before working with students to assure our students' safety. The grant staff will meet with the volunteers before they work with students to give them ideas of how they can be effective and aid them in understanding the local school district policies related to working with students in this manner. The center coordinator and campus administration will meet with each volunteer before they begin working with any student so that general expectations, emergency preparedness, discipline, social media connections to CISD students, etc. can be addressed. We will provide a new volunteer orientation based on new to the profession teacher orientation. This will allow the volunteers to have a general idea of how they maintain a more professional association towards our students.

A volunteer application must be filled out by all interested candidates. A background check will be performed. Volunteers will be provided orientation to convey program expectations and provided essential training. They will be surveyed to determine their strengths, skills, and interests so staff can determine how each mentor can best support the program and student they are mentoring. Each mentor/volunteer will be supervised by the corresponding Center Coordinator. The Coordinator will be responsible for ensuring volunteers and mentors are maintaining appropriate relationships, and are effective in their assigned duties.

The taskforce members and volunteers, with aid from the 21CCLC staff, will be asked to update the handbook for volunteers so that it reflects the best methods of providing effective services to the students. This will also increase the ownership of the volunteer program by the people providing the service and be another method that we can use the program activities to increase the chances of sustaining the program.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

Recruitment at the campus level into the 21CCLC program will be based on student data, such as attendance, at-risk status, language acquisition, behavioral referrals, assessment data, and social development concerns. Aside from teachers, administrators and counselors, we will provide an avenue for parents to nominate their child to attend the program. We recognize that often, adolescents and their parents share less information than younger grade students, so it will be important to also allow and encourage Secondary students to apply for the program. Generating student interest, rather than "just another tutorial" approach will be essential. Outdoor adventuring, opportunities for seeing interesting and exciting venues around the DFW metroplex, and accessing personalized college and career guidance will be attractive opportunities for our Secondary students. We will use the 21CCLC program to have the regular day teacher linked to the afterschool program. This communication and collaboration will be vital to ensure that student expectations are both appropriate and challenging, and that the activities of the program maintain alignment to the child's academic gaps. We also will strive to develop programs that stretch our students, widen their breadth of knowledge by exposing them to academic enrichment opportunities and travel within our diverse and thriving metroplex. We will thereby offer the chance for students to accelerate their learning, and to graduate on time, with their age-peers, and with adequate preparation for their next steps. During the school year, students will achieve 80% attendance in the assigned after school program as evidenced by the overall attendance average for each center. If a student drops below the 80% average in attendance, the Center Coordinator and/or Family Engagement Specialist will communicate with the parent as to the reason. Removing barriers to attendance, and directly addressing the reason for non-attendance will be the primary strategy in improving attendance. If the district experiences consistent poor attendance (under the 80% threshold) then the team will meet to determine if the offerings and delivery are meeting the needs of current students. Summer enrichment programming will have a different expectation, as the events will be "saved seats" for events. If a student is signed up for an event, but does not attend, there will be immediate communication with both the student and parent. Because we anticipate summer programming to be highly attractive to families, if a student misses more than two sessions that he or she is registered for, they will be dropped from the program, pending parent communication.

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

The activities developed for the 21st CCLC program are designed to meet the needs of students based on the feedback from meetings with district stakeholders, survey information, and data from district and campus reporting. Program activities will align with the 5 top priorities indicated: improving academic performance, increasing parental involvement, improving graduation rates while decreasing dropouts, improving social and emotional behaviors while building character skills and increasing knowledge in computer science. The programming being proposed will address each of these identified needs by providing not just remediation, but acceleration through enrichment and relevance. Using whole body learning and experiential strategies will work toward improving student achievement as indicated by assessment data. Parental involvement will improve because the programs will also include components at each center that are geared specifically to parents of student participants, such as orientation, updates, showcase events, etc. Secondary students will have a new place to gather with peers in a safe and educational environment, which will improve their attachment and involvement in the school community, thereby improving graduation rates, College Career Readiness, and lowering dropout rates. Student and family engagement, and the academic supports will be just part of the equation when it comes to improving social and emotional behaviors. Participation in cooperative learning, belonging to a specialized and positive group activity, and both direct and indirect support for academic and social behaviors will work together to improve behavior overall as evidenced by a decrease in student behavior referrals, and fewer counseling interventions during the school day. Finally, to address the desire for Computer Science instruction, we will expand our Girls Who Code program to include ALL students with an interest in coding, and expand to afterschool programs with Robotics, Cybersecurity camps and competitions, and more. While each center will likely become personalized to the campus which it serves, the hope is that students across the entire district will have the opportunity for participating in similar programs, regardless of their home campus. Because our PreK-5th grade are at neighborhood elementary schools, 6th grade is the first year that students are "merged" from the feeder schools into the middle school. Naturally, there is an adjustment period for that group each year and many conflicts are being addressed. Athletics is an example of one way we will begin to bridge the elementary campuses together. By developing sports activities, particularly soccer, swimming, golf, and running we will bring students from all campuses together to begin to identify as one school community. The district is optimistic that providing early team building opportunities will work to reduce at least some of the stress of the 6th grade transition for our students.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	21st CCLC Program Director	65,000
2.	Site Coordinators (50,000 x 5=)	250,000
3.	Family Engagement Specialist	50,000
4.		
5.		

Professional and Contracted Services

6.	Professional Staff extra duty pay	80,000
7.	Support Staff extra duty pay	35,000
8.	Technology Staff	20,000
9.	Employee Benefits	40,000
10.		

Supplies and Materials

11.	Fitness, SEL, Fine Arts supplies (multiple vendors)	250,000
12.	Supplies for showcase events, hall rentals, etc	65,000
13.	Technology needs for each campus center	50,000
14.		

Other Operating Costs

15.	Travel and Transportation total for all events and centers	60,000
16.	Expenses for Camp Carter and YMCA participation	50,000
17.	Staff development, Volunteer training, promotion, etc.	30,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

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

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 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.



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

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From to **Pre-award costs:** permitted for this grant

Required attachments:

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS #

2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1

Center Operations Schedule

County-district number or vendor ID: 220-917

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	220-917-101	AV Cato Elementary 4501 Barbara Rd Fort Worth, TX 76114 817-252-2400		PK-5	150	40
2	220-917-102	Castleberry Elementary 1100 Roberts Cutoff Fort Worth, TX 76114 817-252-2300		PK-5	150	40
3	220-917-104	Joy James Elementary 5400 Buchanan Fort Worth, TX 76114 817-252-2500		PK-5	150	30
4	220-917-041	Irma Marsh Middle School 415 Hagg Fort Worth, TX 76114 817-252-2200		6-8	150	30
5	220-917-001	Castleberry High School 215 Churchill Fort Worth TX 76114 817-252-2100	1	9-12	150	30
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	220-917-101	AV Cato Elementary 4501 Barbara Rd Fort Worth, TX 76114					PK-5	150	40			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/11/2021			01/07/2022			19			
Spring Term			01/10/2022			05/27/2022			19			
Summer Term			06/06/2022			07/01/2022			4			
Total number of weeks:									42			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:45	6:00			3:45	6:00	8:00	noon		
Tuesday			3:45	6:00			3:45	6:00	8:00	noon		
Wednesday			3:45	6:00			3:45	6:00	8:00	noon		
Thursday			3:45	6:00			3:45	6:00	8:00	noon		
Friday			3:45	6:00			3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	11:15				11:15				16			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips (or activities at Camp Carter or the Community Center) may run on Saturdays from 8:00 AM – 2:00 PM if necessary to address all learning goals for the activity										
Parent/Legal Guardian Activities		Early literacy assistance; SEL: parenting education; accessing community resources; math and science take home kits; manipulative math activities;										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	220-917-102	Castleberry Elementary School 1100 Roberts Cutoff Fort Worth, TX 76114					PK-5	150	40				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/11/2021			01/07/2022			19				
Spring Term			01/10/2022			05/27/2022			19				
Summer Term			06/06/2022			07/01/2022			4				
Total number of weeks:									42				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:45	6:00			3:45	6:00	8:00	noon			
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Wednesday			3:45	6:00			3:45	6:00	8:00	noon			
Thursday			3:45	6:00			3:45	6:00	8:00	noon			
Friday			3:45	6:00			3:45	6:00					
Saturday													
Sunday													
Total Hours Per Week:	11:15				11:15				16				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips (or activities at Camp Carter or the Community Center) may run on Saturdays from 8:00 AM – 2:00 PM if necessary to address all learning goals for the activity												
Parent/Legal Guardian Activities	Early literacy assistance; SEL: parenting education; accessing community resources; math and science take home kits; manipulative math activities;												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	220-917-104	Joy James Elementary 5400 Buchanan Fort Worth, TX 76114					PK-5	150	30			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/11/2021			01/07/2022			19			
Spring Term			01/10/2022			05/27/2022			19			
Summer Term			06/06/2022			07/01/2022			4			
Total number of weeks:									42			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:45	6:00			3:45	6:00	8:00	noon		
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Wednesday			3:45	6:00			3:45	6:00	8:00	noon		
Thursday			3:45	6:00			3:45	6:00	8:00	noon		
Friday			3:45	6:00			3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	11:15				11:15				16			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips (or activities at Camp Carter or the Community Center) may run on Saturdays from 8:00 AM – 2:00 PM if necessary to address all learning goals for the activity										
Parent/Legal Guardian Activities		Early literacy assistance; SEL: parenting education; accessing community resources; math and science take home kits; manipulative math activities;										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	220-917-041	Irma Marsh Middle School 415 Hagg Fort Worth, TX 76114					6-8	150	30				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/11/2021			01/07/2022			19				
Spring Term			01/10/2022			05/27/2022			19				
Summer Term			06/06/2022			07/01/2022			4				
Total number of weeks:									42				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:45	6:00			3:45	6:00	8:00	noon			
Tuesday			3:45	6:00			3:45	6:00	8:00	noon			
Wednesday			3:45	6:00			3:45	6:00	8:00	noon			
Thursday			3:45	6:00			3:45	6:00	8:00	noon			
Friday			3:45	6:00			3:45	6:00					
Saturday													
Sunday													
Total Hours Per Week:	11:15				11:15				16				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Bell schedule for next year not yet determined. Design is for 10 minutes after school release until 6 each day. Times may change with new schedule. Saturday events may run 8:00-2:00 PM at Camp Carter or for field trips											
Parent/Legal Guardian Activities		High School planning; College and Career planning; parenting a teenager; reading and math take home activities; STEM manipulatives; family coding nights; family science fair;											

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	220-917-001	Castleberry High School 215 Churchill Fort Worth TX 76114			9-12	150	30					
Feeder	220-917-003	REACH High School 1101 Merritt Fort Worth, TX 76114			9-12							
Feeder												
Program Operations			Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/11/2021		01/07/2022		19					
Spring Term			01/10/2022		05/27/2022		19					
Summer Term			06/06/2022		07/01/2022		4					
Total number of weeks:							42					
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:45	6:00			3:45	6:00	8:00	noon		
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Wednesday			3:45	6:00			3:45	6:00	8:00	noon		
Thursday			3:45	6:00			3:45	6:00	8:00	noon		
Friday			3:45	6:00			3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	11:15				11:15				16			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Bell schedule for next year not yet determined. Design is for 10 minutes after school release until 6 each day. Times may change with new schedule. Saturday events may run 8:00-2:00 PM at Camp Carter or for field trips										
Parent/Legal Guardian Activities		High School planning; College and Career planning; parenting a teenager; reading and math take home activities; STEM manipulatives; family coding nights; family science fair;										

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
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Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
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4900 River Oaks Boulevard  River Oaks, Texas  76114

Mayor
Joe Ashton

City Council
Mayor Pro-Tem-Place 3
Darren Houk

Place 1
John Claridge

Place 2
Steve Holland

Place 4
Yolie Rodriguez

Place 5
Dan Chisholm

City Officers
City Manager
Marvin Gregory

City Secretary
Paula Luck

Fire Chief
Clinton "Russell" Shelley

Police Chief
Christopher Spieldenner

Public Works Director
Gordon Smith

Event Center Co- Directors
Shirley Bloomfield
Shirley Wheat

Emergency Management
Coordinator
James Myrick

Phone
(817) 626-5421

Fax
(817) 624-2154

Website
www.riveroakstx.com

Date: January 15, 2021

To: Texas Education Agency

Re: Castleberry ISD application for Nita M Lowey 21st CCLC grant consideration

It is our understanding that Castleberry ISD is applying for grant funds to develop a Texas ACE program for our community of River Oaks, Texas 76114.

The ACE program would be an incredible boost for the children of the area. Several interesting and exciting ideas were discussed and could be created and implemented if funds are available.

The school district has contacted us to partner with them on the planning of the program, and we are enthusiastically supporting their effort.

Thank you for your consideration of the grant application for Castleberry ISD.

Event Center Co-Directors,
Shirley Wheat & Shirley Bloomfield

River Oaks Event Center
5300 Blackstone Dr. River Oaks, Tx 76114
817-732-5885
Fax: 817-732-3145
Mon, Wed, Fri 9am – 3pm
Email: information@riveroakscommunitycenter.com
Website: www.riveroakscommunitycenter.com



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

To: Texas Education Agency

Re: Castleberry ISD application for Nita M Lowey 21st CCLC grant consideration

It is our understanding that Castleberry ISD is applying for grant funds to develop a Texas ACE program for our community of River Oaks. The district has contacted us to partner with them on the planning of the program. We fully support their efforts with enthusiasm and excitement.

Thank you for your consideration of the grant application for Castleberry ISD.

Holly Martin
Executive Director
YMCA Camp Carter