



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

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 08/01/2023 to 07/31/2024 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 Weatherford Independent School District

Campus name [] CDN 184903 Vendor ID 1756002726 ESC 11 UEI []

Address 1100 Longhorn Drive City Weatherford ZIP 76086 Phone 817-598-2800

Primary Contact Marie Hernandez Email mhernandez@weatherfordisd.com Phone 817-598-2800

Secondary Contact Amy Crippen Email acrippen@weatherfordisd.com Phone 817-598-2806

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 Lori Boswell Title Assistant Supt Email lboswell@weatherfordisd.com

Phone 817-598-2800 Signature [] Date []

Grant Writer Name Amy Crippen Signature [] Date 1/23/2023

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

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Authorized Official Name Lori Boswell Title Assistant Supt Email lboswell@weatherfordisd.com

Phone 817-598-2800 Signature [Handwritten Signature] Date 1/23/2023

Grant Writer Name Amy Crippen Signature [Handwritten Signature] Date 1/23/2003

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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 NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Our school district is a 6-A rural district with a total of seven elementary schools and two middle schools. Five of our elementary campuses and both middle schools qualify as a Title 1 campus with high student needs. The campus socio-economic percentage ranges from 46%-71% of the students. Furthermore, the percentage of at-risk students ranges from 41%-50%. As of the 2020-2021 school year, 49.2% of students in Texas were considered at risk of dropping out of school. WISD has a campus above that number. We have schools with academic ratings of a C and one campus that is not rated. In addition, six of the seven campuses who will be served by the grant are either comprehensive or targeted support under ESEA. Based on our district's May 2022 STAAR data, 38% of students in grades 3-5 scored at the meets grade level for math and 50% for reading. Our goal is to increase this to 55% of 3-5 students scoring meets grade level on math and 60% in reading as measured by the May 2024 STAAR results and July 2024 NWEA MAP data at the end of summer enrichment. In our middle schools, 39% of 6-8 students scored at the meets grade level on math and 55% in reading on the May 2022 STAAR. Our goal for middle school students in grades 6-8 is to increase this to 45% meets grade level in math and 60% in reading as measured by the 2024 STAAR data and July 2024 NWEA MAP administered at the conclusion of summer enrichment. Middle schools have 35% and 40% of their students in need of accelerated learning under the HB4545 criteria. High student absenteeism is also a concern. The Weatherford ISD chronic absentee average is 22% which is above the 15% state average. Furthermore, 86% of students served by the ACE grant will meet the criteria of Statutory Priority 1. Survey Data gathered on implementation of the elementary TCLAS grant shows favorable results and buy-in from the educators participating. Elementary tutors reported 77% of their tutoring students were within range of moving from a STAAR designation of Does Not Meet (DNM) to Approaches grade level. A majority of teachers responded positively to the use of Amplify (72.2%) and Zearn (100%) to help students stay engaged and make positive academic progress. One hundred percent of teachers surveyed stated they'd like to continue using both software suites for the elementary program to support academic gains for their targeted student groups. In seeking to expand the out of school academic enrichment to the middle school level, grades 6-8 interest surveys were sent to educators and administrators at both campuses. Of the respondents, a plurality (78.3%) were in favor of structuring out of school tutoring opportunities as small groups, and over half (56.5%) want to keep the tutoring narrowed in scope to 30 minute sessions. The entirety of those surveyed (100%) believe students will benefit from district-provided out of school academic tutoring and enrichment opportunities. As indicated by feedback from stakeholder surveys, there is a need for Weatherford ISD to provide out of school academic enrichment to middle school students as well as continue the program at the elementary campuses. The addition of the ACE grant will allow us to expand the number of students we serve to now include 3rd, 6th, 7th and 8th grade. Students will receive support on targeted skills to accelerate learning and fill in their learning gaps. Enrichment opportunities will provide students with life experiences they might not have otherwise. These experiences will, in turn, help build their background knowledge and ultimately have a positive impact on learning.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

The ultimate goal of the grant is to increase student achievement in reading and math by providing highly effective after school tutoring and a quality summer enrichment program with HQIM. Our focus is to increase the percentage of students that meet grade level expectations upon completion of the summer program. Students included in this data will meet the attendance requirement of at least 60 days of after school tutoring and 15 days at summer enrichment. STAAR Interim data and NWEA MAP beginning of year, middle of year and end of year data will be utilized to monitor the academic progress of students served. This data will allow tutors to create specific pathways for student learning using the Zearn and Amplify computer programs. It will also create a learning environment where tutors serve students in small group settings and can dedicate more time to supporting each student's learning. The tutors will build positive relationships with the students which in turn will increase student attendance & academic growth. Enrichment opportunities will be designed to align with the interests of the students and field trips will be scheduled to provide additional learning experiences. Because of the special design of the enrichment, our goal is that students will want to attend the after school program each day and not miss out on the additional engaging, relevant, exciting learning experiences. Our district uses RaaWee to monitor student attendance and our campus assistant principals closely monitor daily attendance. Attendance intervention plans are created for students who begin to have excessive absences. Lastly, on parent and community surveys, our goal is to have 76% or more of the respondents designate an A or B rating for WISD. Students will be recruited based on the May 2023 STAAR data. We will serve students who qualify under HB4545 or students who are close to performing at the meets grade level expectations on STAAR. By using STAAR data to identify targeted skills, students will receive instructional support that aligns with their academic needs. This additional academic/enrichment support will provide accelerated instruction to close the learning gaps. Recruitment of staff will include an application process and competitive compensation will be offered. Staff will be selected based on their ability to positively impact student growth and their teacher observation ratings. Monthly parent nights will be held and the topics will be determined using feedback on a parent survey sent out three times a year. Topics will be relevant so as to attract good attendance on Parent Night. Because we have successfully operated an after school program at the elementary level for over 25 years and have recently added the academic piece with HIT for our 4th and 5th grade students, we will follow a similar model to create and deploy an effective ACE program at our middle schools. The elementary program employs educators who work in our district. We offer competitive pay and provide engaging activities for the students. Our vision is that the after school program at the middle schools will also employ educators who work for WISD. The elementary after school program operates from 3:30 until 6:30 and includes snack time, an hour of HIT using Zearn and Amplify, then students participate in enrichment activities. The middle school hours of operation will be from school dismissal until 6:00PM. The reason for the end time to be 6:00PM is that at the middle school level, sports and extracurricular activities start at 6:00PM. We do not want to interfere with students participating in these extracurricular activities. Before the new school year begins, parents will complete a survey and identify their expectations for the program, areas of school ready concerns, and desirable outcomes for each student who participates in the grant program. From there, we will partner with community resources to provide enrichment activities, character education lessons, positive behavior support and field trip opportunities. The partnership between the school, parents, community and ACE will be a cohesive relationship where all stakeholders align their support to positively impact students' success. Fidelity of implementation will be monitored by using student attendance and academic growth. Both a parent and student survey will be used to determine student engagement in the program and relevance of enrichment activities. Teachers will also complete a survey to share their feedback about the program.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

Weatherford ISD follows the continuous improvement process & received the Baldrige Award in 201, so it is truly part of the improvement process in our district. We'll use the ACE grant to develop a program at our middle schools that mirrors what we have established with TCLAS at elementary schools. Based on a parent & staff needs survey from Jan 2023, results indicated a high need for additional student support beyond the school day. Parents indicate they have no time at home to help their students & sometimes the academic content is even too difficult for them. In addition, many parents commute to work and need a safe place for their student to stay until 5:30-6:00PM. Being a rural district outside the Ft Worth/Dallas, many families work in the metroplex and are at least 30 minutes away from their child's school. The addition of the ACE grant After School Program for 6th-8th students will address the needs parents shared in the survey. Furthermore, teacher feedback is in favor of an after school tutoring program that targets specific academic skills for each student in a small student environment with individualized teacher support. Our HIT after school tutors create individual pathways for students in Zearn and Amplify to target specific academic areas of need. Our district uses the NWEA MAP assessment at the beginning of the year, middle, and end of the year to monitor student academic growth & progress in math and reading. STAAR & STAAR Interim are also data sources used to make instructional decisions and provide targeted academic support to students. After students have attended HIT for the fall semester, they take the middle of year MAPS benchmark and their results are then used to create a new plan for the spring semester. In January, tutors disaggregate the middle of year MAPS data to celebrate areas of growth & identify new academic needs. Tutors then create a new pathway for learning based on new academic needs using Zearn and Amplify. Student progress is monitored weekly by looking at data in the Zearn and Amplify programs. Using that data, teachers make weekly adjustments to instructional support when needed but the big instructional adjustments are made in January after 80 days of tutoring has been available to students.

7. 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 applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, 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.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

Weatherford ISD currently uses the TCLAS Decision 11 grant to provide one hour of after school targeted academic tutoring at all 7 of our elementary schools. The 2022-23 school year is the first time we have had funding to offer after school academic tutoring at all elementary campuses. We serve approximately 200 of our 4th and 5th grade students. As part of HIT, we use the Zearn computer program for Math and Amplify for reading to support accelerated student learning. WISD administers the Northwest Evaluation Association’s (NWEA) Measure of Academic Progress Growth or MAP assessments at the beginning of the year, middle, and end of the year to monitor student academic growth & progress in math and reading. STAAR results are also a data source used to make instructional decisions and provide targeted academic support to students. After school tutors review student benchmark data, collaborate with campus teachers, then create individual learning pathways in Zearn and Amplify to target each student’s specific academic need. After the academic tutoring hour, students may attend our elementary after school program until 6:30PM at no charge. Our after school program offers homework help

Our goal for the 2023-24 school year is to expand the targeted population of HIT at elementary campuses to 3rd grade students. To do so, we will need additional staff for the academic tutoring. Our 3rd grade students who qualify for HIT will also have access to our Kids Unite program (free of charge) from the end of tutoring until 6:30PM each week day.

During the first year of implementation (2023-24), our ACE staff at the elementary level will work collaboratively with our TCLAS grant staff and our Kids Unite after school staff as well as consult with each elementary school's academic interventionist to ensure students receive the targeted support they need to make academic growth in both reading and math. Student progress will be continuously monitored and instruction adjusted for each individual student using our MAPS assessment data.

As mentioned in previous sections of the grant, feedback from parent and student surveys will determine the topics for student enrichment activities and family nights. It's important to provide information and activities that are relevant, meaningful, and excite our audience. Some students struggle with making connections to the learning because they have limited background knowledge and/or life experiences. Thus, by providing after school enrichment activities, new experiences, summer learning, and educational field trips, students who benefit from additional learning opportunities will have access to a program that fulfills their academic needs and builds background knowledge to help them access content on grade level. Research indicates that education is an integral piece to breaking the poverty cycle. However, some students require time beyond the regular school day to do so. In addition, tutoring is reported to be the most effective intervention for elementary and middle school students. Therefore, extending learning opportunities by providing academic tutoring and enrichment after the school day and during the summer allows students to have a level playing with his or her peers and opens up more choices for a student's life after high school.

Family engagement nights will be offered monthly. These nights will provide support for parents on how to become actively and meaningfully engaged in their child's education as well as offer opportunities for literacy and educational development. Weatherford ISD will partner with our Adult Education and Literacy Department to provide services, classes and resources on high school equivalency classes, ESL classes, and workforce skills. Workshops on parenting, community outreach services, health care access, college and career readiness, and helping families find services that guide them how to support their students' academic success.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use 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 ACE grant will provide high impact tutoring at elementary and middle schools using high quality instructional materials for academic support along with enrichment activities and family engagement opportunities. Weatherford ISD campuses have focused on using high impact instructional strategies that include student goal setting, clear learning objectives, interactive learning opportunities, student discourse, high level questioning, manipulatives, visuals, the gradual release teaching model (I do- we do- you do), and student’s taking responsibility of their own learning by tracking their academic progress and making adjustments to their learning as needed. Our district follows the Plan Do Study Act (PDSA) cycle of continuous improvement which includes plan, do, study, and act to ensure we are always monitoring data, evaluating our current processes, and making instructional adjustments and campus improvements to meet the needs of all students. Each school year, our district uses a needs assessment process to create our Strategic Plan Goals for the district. This process is then completed at the campus level and campus goals are created that align with the mission, vision, values and strategic plan for WISD.

Career and Technology Education is a robust program in our district. Over 90% of our student population is enrolled in a CTE course. Students can receive certifications for welding, automotive, cosmetology, EMS, CNA, pharmacy technician and other trained skill sets. For the 2023-24 school year, our school district is adding a P-TECH campus. In addition, WISD has a partnership with Weatherford College and we offer dual credit classes to secondary students as well as an opportunity to earn their associates degree in conjunction with their high school diploma. The ACE grant program will work together with the above mentioned so as to support all students in their quest to graduate high school & become contributing members of our society whether they decide to attend a post secondary institute, join the military, or go straight to work. Every WISD student will be equipped to make the best decision and will have choices as to what they want to do after high school!

3. 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.

Weatherford ISD does not currently provide transportation for students who attend our after school program before closing time. So at this time, all students are picked up by a parent or guardian. However, this year when we were recruiting elementary students for the TCLAS after school tutoring program, we did have some campuses where parents reported their student could not participate due to transportation needs. Thus we know this is a concern for some of our families. In order to allow all students who qualify to attend the ACE after school program, we will survey our parents again to determine if transportation is a barrier and if results show it is a big need, we will work collaboratively with our transportation department to decide how we can provide transportation so anyone who qualifies can participate in the after school program. We do not want transportation to be the reason a student cannot attend the ACE after school tutoring and summer enrichment program.

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8. Statutory/Program Requirements (Cont.)

4. 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. Describe the applicant's plan to inform the community about the center and participating in the program.

Weatherford ISD uses several platforms to communicate with our families and community. Social media is where the majority of our stakeholders go for district information. Thus we'll utilize Facebook, Instagram and Twitter to advertise our after school programs. We also have a district website where visitors can go to find information about the district as well. WISD communicates regularly with families via email communication, pre-recorded phone calls, and text message alerts. Currently, our after school program and TCLAS grant programs are supported by our district's Community Education Department. The ACE grant will also be managed through our Weatherford ISD Community Ed Dept. This department advertises quarterly throughout the year by mailing out a catalog to all residents in the Parker County Area. The catalog advertises continuing education classes being offered, sports league information, Adult Education classes, Kids Unite after school program details, and we will add the addition of an after school program at the middle schools. Our Kids Unite elementary program has continuously grown over the years so students who have attended at the elementary level will be familiar with it when we add it to our middle schools. Furthermore, 6th and 7th grade students can attend our Summer Camp Program so we already have attendance from middle school students in the summer. The community learning center should be received well by our community since we are just expanding the age group to include middle school students. All community learning centers are housed at a Weatherford ISD campus.

5. 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)

To serve as an approved Volunteer in Weatherford ISD, you must complete the district's online volunteer application and undergo a background check. After the application and background check is processed by WISD human resource department, the volunteer is notified of approval. Only approved volunteers can serve and support students on district property. Each campus and department has access to the WISD approved volunteer list and may only allow these individuals to volunteer. Weatherford ISD follows the safe and secure campus process by having controlled access to each campus. Visitors must always show proper identification and be allowed access through a locked door to enter the front office. From there, visitors show their state issued license and it's scanned through a security system that notifies us if a person is a danger to children and can not be on campus. This security system also prints visitor badges for individuals to wear signifying the volunteer is approved to be around students and has permission to be on campus at that time. We will utilize the same process if and when we use volunteers for after school activities at the community learning center.

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8. Statutory/Program Requirements (Cont.)

6. 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 and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

Our vision for the ACE grant is to improve the services & support we currently offer students beyond the school day as well as add value to our current program so that participation increases in Weatherford ISD's after school program. More students receiving academic help beyond the school will benefit academic growth and raise student achievement. The after school time will provide enrichment opportunities & learning experiences for students that ultimately prepares them to be contributing members of society. During the first year of implementation (2023-24), our ACE grant staff at the elementary level will work collaboratively with our TCLAS grant staff and our district's Kids Unite after school staff as well as consult with each elementary school's academic interventionist & classroom teacher to ensure students receive the targeted support they need to make academic growth in both reading and math. Community Learning Centers are housed at Weatherford ISD campuses so it is easy for all individuals who have knowledge of the student to constantly communicate with one another and work collaboratively to plan for learning and serve the student during the school day and beyond. Student progress will be continuously monitored and instruction adjusted for each individual student. Daily exit tickets, benchmark assessments, STAAR interim data, and Zearn/Amplify academic reports will be used to track student progress and ensure quality instruction is being provided to all students. When students do not show adequate growth, a student conference will be scheduled with all parties to adjust the plan and create a new one for the student. Weatherford ISD's food/nutrition program works cooperatively with our after school program to provide nutritious snacks for students. WISD qualified for a federal grant that provides nutritious snacks to Title 1 campuses for students in our after school programs. In addition, district personnel from our safety and security department, academic team or special education support activities and events that occur after school. Each campus houses a School Resource Officer or Security Officer that is accessible to students and staff if needed. Our special education staff works collaboratively with our after school staff to create and execute plans for students who need specialized behavior or academic support.

7. 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 Community Education Department of Weatherford ISD currently manages a fee based out of school afterschool and summer enrichment program at all seven of our elementary schools. This fee based program is called Kids Unite. However, only five of our elementary schools in addition to both of our middle school qualify for the ACE program. The attendance at the elementary Title 1 campuses is lower than the non-title campuses. We offer a discounted rate for families who qualify as economically disadvantaged but we still have smaller programs and student participation at our Title 1 campuses. The ACE grant will allow more students to attend an after school enrichment program and take advantage of the learning opportunities beyond the school day. To sustain the community learning centers after the grant period ends, we will transition students served by the grant to participants of our Kids Unite program, which is a paid program. We will offer a sliding scale for tuition but also ask our community partner, Weatherford ISD Education Foundation, to provide scholarships for students who can not pay. Kids Unite has been offered at elementary schools as tuition based after school care for 20 years. The addition of the TCLAS grant allowed our elementary campuses to add HIT for students who qualified and then partner with Kids Unite so students can participate in enrichment activities. We will also leverage the relationships we have built with community partners and organizations to continue offering as many free activities as possible for students and families. During the first year of ACE, WISD will document the impact the program has on students by monitoring attendance, recording student academic growth data, and collecting feedback from parents, students, and other stakeholders. We will ask for feedback on the positive outcomes as well as opportunities for improvement. We are optimistic that the addition of community learning centers at both middle schools will be received well and moving forward, Weatherford ISD will continue to offer out of school academic tutoring & enrichment activities in conjunction with our existing Kids Unite program. This program will be offered at both the elementary and middle school level for all student who want to take advantage of the services provided.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. 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

Weatherford ISD is fortunate to have relationships with community agencies, local businesses, organization, non-profits, etc who have partnered with us over the years to provide resources and support for our students, staff and families. When evaluating our needs and partnerships that will meet our needs and align with the expectations of the ACE grant, three partnerships were identified. These include our Weatherford ISD Education Foundation, our Kids Unite after school & summer enrichment elementary program, and our Adult Education and Literacy Department. We have a community education department that manages both the Kids Unite and Adult Education programs. Kids Unite will partner with the grant program at the elementary campuses and the Adult Education and Literacy program will support family engagement and provide services, classes, referrals, and resources such as high school equivalency courses, English language, & workforce skills. Our Community Education program offers sports programs and continuing education classes that meet the needs of children, youth, adults, and seniors.

Weatherford ISD middle school students will benefit from a community learning center that is offered until 6PM each week day at both campuses. Currently, Weatherford does not have an after school academic enrichment program for 6th, 7th and 8th grade students at our middle schools nor anywhere in the community. Unfortunately, no after school support for middle school is available beyond the regular school day. Some middle school students remain outside the campus until after 5:00PM waiting for their parents to pick them up after work. The ACE grant will allow WISD to offer an after school program at both middle schools that includes HIT and enrichment activities from the time school is dismissed until 6PM. Our middle school students deserve access to the same after school opportunities that our elementary students have. The ACE grant will positively impact an additional 120 middle school students beyond the school day. At the elementary level, the grant will support 210 third grade students. Thus totaling over 300 Weatherford ISD students who will receive high quality after school and summer academic enrichment because of the community learning center grant.

Weatherford ISD will also partner with Weatherford College, Weatherford Chamber of Commerce, the Pastoral Alliance, our high school CTE Program, Parker County Health Outreach, Parker County School Based Health Care, the Parker County Garden Club, our School Resource Officers and other entities to support the success of the program and provide enrichment opportunities for the students. Enrichment activities will include college/career readiness, service learning projects, participation in clubs, health/wellness training, financial literacy, ACT/SAT preparation, and opportunities to build good character and leadership skills. Specific topics will be chosen based on survey feedback from students, staff, and families. Field trips to educational entities in our area will be scheduled. These will include the Doss Heritage Center in Weatherford, the Ft Worth Museum, the Perot Museum in Dallas, Camp Grady Spruce Outdoor education at Possum Kingdom Lake, and others. Students benefit greatly from hands-on, real life learning experience that occur on field trips and are more likely to make connections with academic content when they've had opportunities to develop their background knowledge. Over the next 5 years, Weatherford ISD will ensure our Project Director creates and fosters a positive relationship with our community partners to build and establish a successful after school and summer enrichment program that will sustain its services and support for students and families even after the grant period ends.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

Learning loss occurs when students are out of school for a significant amount of time. It can take some students longer to recoup the loss of academic knowledge and begin showing growth. Therefore additional time for learning opportunities is important for some students. This can be provided by after school programs during the school year or summer programs when school is out of session. However, the quality of instruction and level of engagement in learning impacts students, too. So educators must ensure that when we do provide additional learning time and opportunities for students, we must deploy instruction that is highly engaging, relevant to the student, and allows the student to be actively involved in the learning process.

The Weatherford ISD elementary after school program and the TCLAS grant tutors currently coordinate with educators who work with students during the school day. These include homeroom teachers, the counselor, student interventionist, special education team, our dyslexia teachers, PE/Music, and administrators as well as other support staff who might service a student. During the first year of implementation (2023-24), our 21st century grant staff at the elementary level will work collaboratively with our TCLAS grant staff and our Kids Unite after school staff as well as consult with each elementary school's academic interventionist to ensure students receive the targeted support they need to make academic growth in both reading and math. Student progress will be continuously monitored and instruction adjusted for each individual student using our MAPS assessment data.

At the middle schools, the after school and summer academic enrichment program will be brand new. We will model the it after our elementary TCLAS grant program. The middle school program will be offered from school dismissal at 4:00PM until 6:00PM. Students will receive an hour of high impact tutoring with quality instructional materials and a certified teacher who supports learning and provides accelerated instruction for targeted skills identified as a need for each student. The other hour will provide enrichment activities and experiences for students that are outlined in the grant guidelines. Thus students will be able to access two hours of learning after school each day of the week, Monday through Friday. Middle schools will also partner with TEA initiatives that are designed to accelerate learning and increase student academic outcomes. In WISD, these include the Pathways in Technology Early College High Schools (P-TECH) and Work Based Learning (WBL) programs.

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9. 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"/>

10. 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" value="250"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="250"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="700,000"/>
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" value="0"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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11. 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.	Program Director	\$100,000
2.	7 Site Coordinators (\$37,500 each)	\$280,000
3.	Teacher extra duty pay (\$30/hr)	\$130,000
4.	Program Specialist	\$40,000
5.		

Professional and Contracted Services

6.	Enrichment partnerships/Field Trip Experiences	\$10,000
7.	Daily student transportation	\$25,000
8.		
9.		
10.		

Supplies and Materials

11.	HIQM Materials	\$14,635
12.	Enrichment Supplies	\$65,000
13.	Family Engagement Supplies	\$7,000
14.	Laptops for staff	\$10,000

Other Operating Costs

15.	Field Trip Transportation	\$5,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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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