



**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

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.

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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
Academic support in the areas of mathematics and reading/language arts to ensure that 80% or more of our targeted student population (RTI Tier 2 and 3) is performing at or above grade level by the end of summer programming.	Instructors will provide precise foundational skills with a focus on phonics and phonological awareness as well as math concept reinforcement. ACE will have an emphasis on student voice and choice to ensure regular student participation. Grant staff will coordinate with district/campus math and reading interventionists to continually monitor progress and student specific needs.
Students who attend 45 days or more will receive expanded social and emotional learning intervention to increase positive outcomes and decrease behavioral referrals that results in loss of instructional time.	Quarterly surveys will be disseminated program-wide to obtain the current levels of SEL needs for students and staff. Daily SEL lessons will be embedded into all academic and enrichment activities as well as stand-alone lessons. Student discipline referrals will be monitored to obtain specific needs for future lessons.
Families will receive one or more resources on an ongoing basis like, expanded food availability, medical and health services, and increased family learning opportunities to include parent literacy, navigating student platforms, SEL, and vocational certifications.	Collaborate and partner with local organizations that can help address the resource deficiencies found within our communities. ACE will conduct on-going weekly/biweekly parent education classes built around the specific needs of the campus community in addition to monthly one-time educational topics and enrichment events for the students and families.

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.

The overarching goal for the grant is to provide academic and enrichment support to students who are currently performing below grade level in core academic subjects, have increased behavior referrals, and/or have above average school absences. By the end of each grant year, 80% of students who participate in the ACE program on a regular basis (45 days or more) will perform at or above grade level in mathematics and reading. Additionally, to support academic growth, students will be exposed to daily lessons in social and emotional skill development which will be embedded into all activities and will have quarterly benchmark surveys to obtain the level of learning improvement. These benchmarks will also identify any deficiencies and show awareness for learning fidelity across all ACE students. Students will receive one or more resource on an ongoing basis.

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

Assessing student progress is a key task that must be completed on a regular basis with data points charted to provide proof of growth in our student and family priorities. The MISD ACE program will take into account and consider several data points when selecting our students for the program and then continually monitor their progress with the use of tracking folders. Data measures used at the beginning of the year will include the previous school year's core academic grades, Response to Intervention (RTI) Tier levels, student discipline information, attendance, and SEL survey results. MISD ACE will also compare the results from the end of year benchmark assessment data to the beginning of year data to review what impact the summer break (summer slide) might have had on knowledge retention and ability to begin the school year at or above grade level.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Mansfield ISD will administer the Northwest Evaluation Association's (NWEA) Measures of Academic Progress Growth, or MAP Growth assessments. NWEA MAP Growth is a nationally normed, standardized achievement test, that measures what learners know and informs what they are ready to learn next by using a computer adaptive test which adjusts to the ability and knowledge of the learner. MAP growth will give information about the student's performance levels in mathematics and reading. For students in grades K through 2nd we will utilize the mCLASS diagnostics computer system to monitor student progress. ACE will review the beginning of the year SEL survey results data to refine and improve our plan for the remainder of the year. Both the MAP Growth and mCLASS assessments are offered in English and Spanish to aide our English language learning (ELL) students.

Third-Quarter Benchmark

MISD ACE will continue to use the MAP Growth assessment as well as mCLASS data to ensure the academic and enrichment activities offered are meeting the needs of the students and families. We will continue to monitor SEL survey results to identify the correlation between increased SEL lessons and the number of days a student has attended the program. We will also review students' core academic grades, attendance and growth on the MAPS and mCLASS systems to provide targeted learning sessions during the summer to decrease summer slide. Student voice and choice will be taken into account through surveys to gauge the enjoyment of enrichment activities offered and make adjustments for the following term according to those results.

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.

Mansfield ISD is a destination district committed to excellence where one of our core values is continuous improvement. The ACE program will incorporate the same continuous improvement models that the District uses to monitor and adjust their stated goals. Through the MISD Cadence of Accountability process we will evaluate and modify our plans to ensure the foundational pieces are put together for continuous growth and success. The District goals stated in our "Vision 2030" plan focuses on 5 guiding statements which align with the 21st CCLC Purpose for the Program, as stated in the Program Guidelines. The "Plan on a Page" is a one page document encompassing the guiding statements through goals for a specific department, campus, or activity. The ACE program will incorporate this evaluation process into the overall goals for the grant as well as the individual campus goals for ACE sites. The ACE program will identify key strategic measures which will be monitored using the Out of School Time (OST) department's scorecard. The "Plan on a Page" lays out the general topics for growth as well as the indicators by which growth will be measured and defines what the values are that guides this work. The site and activity levels will be monitored and evaluated using the Weikert Center's Youth Program Quality Assessment (YPQA) tool. This tool is helpful in assessing the various aspects of a program that make it a success or identifies opportunities for growth. Using the tools mentioned to obtain data at all levels of the project, the data will be used to advise the Plan, Do, Study, Act (PDSA) process. The PDSA process is a prescribed method of creating a plan, implementing that plan, studying the outcomes of the plan (as informed by the Weikert Center's YPQA tool) and then taking action with regards to changing or adjusting the overall "Plan on a Page". PDSA results are reported to our District dashboard via a scorecard of measures which is shared with all stakeholders, including the School Board of Trustees, to complete the District's Cadence of Accountability process. An independent evaluator with prior administrative and 21st CCLC experience will be deployed to study our program and processes to provide a non-biased summation of successes and opportunities for growth.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.
 - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
 - b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
 - c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

A multi-step assessment process was created to assess program needs at the district, campus, and family and community levels. Receiving support from the Superintendent and her Executive Council, the OST team met with the Director of Federal Programs to review the 2020-2021 District Needs Assessment as well as the Title 1 Campus' Comprehensive Needs Assessment (CNAs) to select the 10 sites most in need. These CNAs are reviewed quarterly and updated as needed according to data analysis. Any updates to the CNAs will be provided to the ACE Project Director to ensure intentional alignment and activity development in the ACE program. MISD's Chief Innovation Officer collaborated with the OST team to develop benchmark goals for the ACE program participants in alignment with district goals and practices.

Through an on-line family and community needs assessment survey, families were asked questions to gauge their interest in the program, provide barriers that would prevent them from utilizing the program, resources needed for their families to become successful and an opportunity to give open-ended feedback. The ACE program will use this data to provide the needed resources to ensure academic success as well as help empower families to support academic goals at home. At the center-level, the OST Team met with campus administrators to develop a service plan for their sites based on the campus CNA. The service plan takes into account the number of students currently enrolled to determine the number of "regular" students as well as the student populations that are most in-need of services. We identified the types of academic interventions needed, the need for district bus transportation, as well as a preliminary plan for storage space and campus collaboration. The Family and Community Needs Assessment survey provided us with enlightening and also reaffirming data that supports the information provided in the campus CNAs. The 10 selected sites had a significant number of respondents (97.5%) say that they are in need of a high-quality, before and after-school program that focuses on the academic priorities of the students. The top areas of need as indicated by the respondents are homework/academic assistance (88.9%), sports/fine arts/crafts (86.5%), community resources and food assistance in addition to free before and after-school childcare (93.3%), and transportation (80.5%). The student populations that have been deemed most in-need at the campus level, family and community level, as well as CNAs, are those students who are receiving Tier 2 or 3 interventions during the school day based on the Response to Intervention (RTI) rating system. Also targeted will be those students with more than 4 unexcused absences in the previous semester or have excessive disciplinary referrals as well as those deemed "at-risk". Students will also be targeted by campus counselors based on social/emotional needs and basic necessity needs and economically disadvantaged students will have priority. A referral form will be used to document reasons for recruitment. Below are the numbers of students who are eligible based on our "most in-need" criteria and the percentage of that group who we are proposing to serve. Alice Ponder ES - 444/21.4%, Imogene Gideon ES - 236/36.02%, Erma Nash ES - 400/25%, Thelma Jones ES - 271/31.37%, Kenneth Davis ES - 260/30.77%, Charlotte Anderson ES - 273/31.14%, Glenn Harmon ES - 404/21.04%, D.P. Morris ES - 390/23.08%, Della Icenhower Intermediate School - 541/13.86%, T.A. Howard Middle School - 553/13.56%.

To address the needs of working families, parent classes, family activities, and other family nights will take place during out of school time. This also allows for collaboration with district programs like campus PTA, the MISD Multicultural Festival, community resources, campus specific events such as open house, family reading/math nights, and meet the teacher night among other events. A dedicated budget for the Family Engagement Specialist will be used to provide educational materials, family activity supplies, and resource fairs. Siblings of eligible ACE students, who do not meet the ACE requirements, will be automatically invited to participate in order to better serve the entire family unit.

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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.

Helping the ACE participants meet academic standards is one of the most important goals established within the RFA. The goals can be achieved through a variety of measurable avenues beyond homework assistance or increased academic support. Student achievement is highly impacted on a student's level to manage their social and emotional health as well as having their basic needs met in order to focus on academics while at school and the ACE program.

The MISD ACE program will be designed around the core value that academic support is crucial to student success. Academics can be stand alone activities (tutorials, homework help, etc.) or built into the overall learning objectives of enrichment activities. The programs quantifiable needs will be taken into account when designing campus programs and activities.

The first stated need/SMART goal is at least 80% of our ACE participants are performing at or above grade level, in math and reading, by the end of the grant year each summer. Impacting not only their core academic grades and GPA, meeting this goal would have extended positive consequences into school day attendance, behavior, as well as local and state academic assessments. These goals will be met through targeted math and reading interventions for RTI Tier 2 and 3 students including small group instruction, guided literacy lessons, vocabulary work, analytical problem solving and math fact repetition. All ACE students will receive homework assistance and expanded literacy strengthening opportunities.

The second stated need is for an increase in social and emotional learning lessons. Stand alone and embedded SEL lessons, in collaboration with the MISD SEL Director, will be incorporated on a daily basis to improve the overall performance measures. Examples of SEL embedded lessons include: mindfulness breaks, daily check-ins, and end of the day aha! moments. Students and families who have the tools to manage and regulate emotions have better outcomes in behavior and academics. ACE participants who attend 45 days or more will have been exposed to 45 or more social and emotional lessons. Individual survey results will be collected to correlate student attendance data with improved social and emotional health. Parent and family social and emotional health is as important to a student's success as their own. The MISD SEL department will conduct monthly seminars for families around various topics that will increase the social and emotional knowledge of attendees. Family engagement in after-school programs can also support more positive parent-child relationships at home. A review of non-experimental after-school and summer program evaluations examining family involvement found that parents who attend programs report feeling closer to their children (Harris & Wimer, 2004).

The third stated need is for family resources, education and support. It is important to the success of the child's education that the parents are actively involved and have a positive relationship with the school. Through multiple studies compiled by the Southwestern Educational Development Laboratory (SEDL), the benefits of parent involvement in their child's academic career include higher grade point averages and scores on standardized tests, better attendance, and better social skills (Henderson and Mapp, 2002). The after-school program can play a significant role in fostering this relationship by inviting parents to fun, family-friendly events held in a non-threatening environment. The community feel of the ACE program naturally facilitates this relationship. Through targeted resources that meet the needs that the families have specified, the ACE program can serve as the link between the families and the school and positively impact each child's education. Through the family engagement component, adults will be able to gather parenting resources and information through seminars on topics such as stress management skills, behavior management, support for families of children with special needs, and working with the school to advance a child's education. Parent and family activities will be held on the campuses at a minimum of once per month, though some classes will be offered on a weekly basis, depending on the needs of the specific campus and the commitment of the parents involved. The need for classes and activities that are the best fit for the campus will be determined through surveys, periodic needs assessments, input from the Campus Advisory Committee, and parent focus groups.

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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.

Program level activities will be created using student and family "Voice and Choice" results. Student academic achievements goals will then be integrated into the academic assistance, academic enrichment, family and parental support, and college and workforce readiness activities. Academic assistance will include activities such as tutorials, homework assistance, small group guided reading, vocabulary reinforcement games, math concepts, mCLASS, and other academic supporting computer systems. Academic enrichment activities will include coding, robotics, 3D design and printing, cooking, photography, sports and gym game activities, and engaging activities that incorporate core academic learning objectives. Family and Parental Support activities will include a variety of offerings such as games, movies, or art in addition to educational family nights including math, reading or science night. Along with fun family bonding activities, parent support courses will be implemented to include social and emotional learning, social media awareness, cyber bullying, financial literacy, and other courses/resources as determined by survey results. College and workforce readiness will be built into activities at all grade levels of the program. ACE participants will have the opportunity to tour and learn more about the various Power of Choice options offered in MISD. These options include Early College High School, STEM, dual language, and leadership academies. A variety of these activities will be offered to ACE participants.

Working with campus administration, counselor, diagnostician, teachers, and content area interventionists, the ACE Site Coordinator will target RTI Tier 2 and 3 students and place them in focused academic activities. Research strongly supports the success of targeted intervention through RTI strategies (Searle, 2010), and curriculum used in these interventions will be aligned with the state standards (TEKS). Students will receive pre-testing, post-testing, and individualized interventions in an effort to help them improve their RTI tier level and show improved academic success. Using the ACE program as a form of intervention, program instructors will receive training in project-based learning. Research shows that hands-on learning activates multiple parts of the brain, leading to an increase in the retention of information (Dodge, 2009). By implementing this highly engaging technique to target focused deficiencies in students' skill sets, we will be able to improve these struggling students' academic achievement, thus positively impacting the achievement of the campus as a whole.

Site Coordinators will meet with campus administration at least monthly to coordinate school day plans with the before/after-school curriculum. Coordinators will also attend math and reading intervention Professional Learning Community (PLC) meetings to ensure targeted lessons for RTI Tier 2 and 3 students are developed and implemented. The Project Director will coordinate with district level interventionists and departments to align with overall district goals that support student needs to assist in closing the achievement gap.

MISD ACE will create a Campus Advisory Committee, a site-based group comprised of local stakeholders, that will include community members, school staff, ACE parents and students. The campus Site Coordinator will involve the Campus Advisory Committee in important decision-making events such as the selection of enrichment classes, major purchases, and design of overall program implementation at the campus level. At the district level a steering committee known as the Community Advisory Council (CAC) will be utilized and members will include the ACE Family Engagement Specialist, community members, as well as campus and district leadership. The CAC, led by the Project Director, meets quarterly to be kept informed of recent events across the program, be used as a focus group to address the needs of the program, and to create a plan for the sustainability of the program.

The External Evaluator also plays an important role in keeping the program leadership informed of program successes and areas of needed improvement. The External Evaluator provides data in the form of a yearly report that compares ACE students to non-ACE students, and within the ACE student data compares regular attendees to non-regular attendees. This report shows the relationship between the two semesters and the progress made throughout the course of the year. By gathering information from a variety of resources, the program staff can closely monitor progress that is made and use this data to plan for future improvements.

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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

Mansfield ISD is fortunate to be located in the middle of the rapidly growing DFW/Metroplex area. This area of Texas has a surplus share of resources and organizations who are driven to help the community. Our goal, however, was to research and identify partnerships who are able to meet the individualized needs of our specific ACE families. Mansfield ISD understands the importance of healthy students and food security. Students with full stomachs equal the ability to have full minds and will have higher outcomes in academic achievement. Our selected partnerships have the opportunity to strengthen this component for our participants to move our students and families toward success.

The Common Ground Network is comprised of more than twenty-five churches, civic organizations and agencies, local non-profits, and community based businesses. This network was created to cultivate one cohesive operation with the goal to assist under- resourced families in the MISD community. By partnering with Common Ground, the MISD ACE program would be able to expand the services currently being offered by the Network.

According to the Journal of Nutrition, approximately twenty percent of students are more likely to fail at least one grade level in school without proper nourishment. The "Weekend Backpack Meals" program will provide a weekend's worth of food for the students who have been identified by the campus counselor as at-risk for not receiving meals over the weekend. This resource will ensure that every ACE student served comes to school without hunger and ready to learn. From the data obtained through our Community Needs Assessment, we know that campuses and families are requesting access to food programs. In order to help combat this issue even further, the Common Ground Network has pledged to help create and maintain local food pantries at several of our ACE sites that would be accessible to our ACE students before and after-school. As part of the pantry program, students and families will have access to other items such as hygiene kits. Another benefit our program will receive through the partnership is the vast array of volunteers that can be utilized through the Network. With over twenty-five organizations represented, family and student needs will be shared with the Network and have it instantly disseminated to all applicable parties. Connecting our families to resources in a timely manner is as important as the resource itself.

In addition to the above mentioned partnership, the MISD ACE program will work with the City of Mansfield Chamber of Commerce to provide training, professional development courses as well as team building opportunities for our ACE staff members. This partnership will help create and grow the capacity and human capital within the program. Another advantage to the Chamber of Commerce partnership will be their connections and access to local businesses who can support the program through various avenues such as volunteering, providing supplies and adult education seminars.

Over the next 5 years, the Project Director and FES will foster relationships and build processes to secure resource logistics in order to provide continuity for our families beyond the grant period.

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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.

Through MISD's work with OST programs, we have created numerous systems of program management and implementation that have been used as models of best practice, both within the district and by neighboring districts.

The OST Team is committed to continuous improvement and that begins with learning and studying the best practices currently used across the state and nation. ACE staff will attend the state's Out-of School Time Initiatives Conference each summer in addition to all TEA/21st CCLC offered webinars.

MISD ACE strives to give students hands-on educational experiences, as research has proven the effectiveness of active learning (Hackathorn et al., 2011). Project-based learning is emphasized and staff members are trained in this technique. Academic enrichment programs will include a diverse range of topics such as rocket science, cultural cooking club, foreign language, travel club, art/crafts and many more based on student voice and choice.

A particular advantage of MISD is the Ben Barber Innovation Academy which provides an innovative educational platform that empowers students to achieve success through the use of emerging technologies and 21st century skills. The Project Director will establish a collaboration that allows our students to study a variety of careers. Students will interview the teachers who are experts in their career fields and explore the unique features of the facility that relate to those career fields such as commercial kitchen, audio/visual studios, cosmetology, automotive shop, as well as 3D electronic cadaver operation tables. This partnership aligns with TEKS objectives and will help achieve the District's Vision 2030 goal of having all graduates be college, workforce, or military ready by graduation.

The MISD character education and campus behavior programs will be aligned with the daily SEL lessons and embedded into each ACE site program. "Clear expectations, fair consequences, and restorative conversations and agreements only work when students have self-regulation, emotion knowledge, and social skills—competencies taught through social-emotional learning (SEL). Social-emotional competence prepares and supports all children for the intellectual and interpersonal challenges of the formal school environment." (Smith, Edutopia 2016) Restorative Practices will be implemented to ensure youth development is approached in a positive, fair, and relational manner.

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.

Mansfield ISD is one of the fastest-growing districts in the region. The district encompasses more than 94 square miles serving students in the city of Mansfield and sections of Arlington, Grand Prairie, Burleson, Fort Worth, Venus, Alvarado and Kennedale. Families will be able to select a form of transportation that best fits their needs, in order to utilize the program. Each site will have protocols in place to ensure each student is in the appropriate transportation category at dismissal; bus rider, car rider and walker.

As part of the Family and Community Needs Assessment process, families were asked for barriers that would affect their ability to participate in the ACE program. Survey results showed that along with cost, a lack of transportation has been a barrier in participating in OST programs such as tutorials and clubs. Meeting with campus administration confirmed that transportation in fact has been a huge barrier for events held during non school hours.

ACE is committed to transporting all of our students from after school programming based on need and not simply the distance to their homes. Campus Site Coordinators will utilize a Bus Roster each evening to account for and ensure that all students present that day, who need transportation, will be able to utilize that service. The Bus Roster will include the students name, grade, and bus stop/home address. Bus drivers will use the roster to ensure that all students who were checked-in to the bus are dropped off at their designated location.

Students who do not need to utilize district bus transportation will be dismissed in an orderly fashion using the car pick-up line. Families designate a secret PIN that will be used to check their students out each evening. Driver license information for each authorized individual will be obtained at registration to verify identity. Authorized individuals must be at least 16 years old with a valid government ID. Every effort will be made to provide a safe, comfortable, and pleasant transportation service, while maintaining an appropriate level of efficiency.

For safety and security, walkers will be dismissed each evening out of the exterior door closest to their destination to ensure the shortest, appropriate path home. A walker roster will be used to document student departure time.

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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.

The MISD Communications and Marketing Department is committed to providing support and access to multiple sources of community information. The ACE program will rely on the expertise of this department to ensure communication is aligned across the district and program.

The district's Director of Web Services, ACE Project Director, and ACE Family Engagement Specialist will design an ACE web page to highlight each Community Learning Center and provide pertinent information for our students, families and stakeholders. The district and campus websites will be updated frequently to provide the most up-to-date information available regarding the ACE program. Forms of communication that will be utilized include, but are not limited to: Twitter, Instagram, Facebook, a quarterly printed MISD magazine and monthly newsletters disseminated through out the community. All information will be communicated at the district and campus level via the sources mentioned above. Other written forms of communication will include flyer's, brochures, and ACE branding posters provided by TEA.

Campus level, parent information sessions will be held at the beginning of each semester to inform stakeholders in the opportunities available through participation in the ACE program. A fundamental key to providing consistent, timely and accurate information is the ability to communicate in multiple languages. Mansfield ISD has access to translation services for 45+ languages being spoken currently within the district. The top need for translation services within MISD include Spanish, Vietnamese, Arabic, Kurdish, and Yoruba.

In addition, the MISD ACE Program will utilize our partnerships to communicate with all stakeholders. Events such as PTA meetings, Meet the Teacher Nights, Open House, and Parent/Teacher Conferences will be vital in making sure our families and community have the resources and knowledge needed for student success.

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.

Mansfield ISD is dedicated to ensuring that all available resources (monetary, personnel, proprietary knowledge, etc.) are allocated to help develop a plan that will extend each grant dollar to its greatest potential.

MISD has a high commitment to the safety and security of all students, staff, and property. The MISD Police Department will provide routine checks and response services at all ACE sites. MISD PD is always available via phone or secured two-way radio. The district's Director of Safety and Security will walk all sites with the Project Director and Site Coordinator to create a safety and security plan individualized for each ACE site.

The ACE program will coordinate with the MISD Student Nutrition department to implement the United States Department of Agriculture's Children and Adult Care Food Program (CACFP). This allows ACE to provide the participants (and family members under 18) a free meal each evening (including the summer) at no cost to the program/district. In the short term, attendance will increase due to families wanting to attend school for the available food resources. Long term positive impacts of food security will be student grades, behavior, and mental health. "Research demonstrates that children from families who are not sure where their next meal may come from are more likely to have lower math scores and repeat a grade, among other challenges." (Feeding America, 2019)

ACE will also work with local libraries who offer summer reading programs. These programs will incentivize students to continue reading through the summer to deter "summer slide" increase core academic grades and higher achievement on state and local assessments.

Title 1 campus funds will be leveraged to provide ACE students with high quality tutoring and expanded academic support services. Title 1 funded math and reading interventionists will work closely with ACE to develop lesson plans and strategies that can be incorporated into the academic programs to ensure student growth so the 80% at or above grade level goal is achieved.

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

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 MISD OST team currently manages a fee-based before/after-school and summer enrichment program. This fee-based program, known as QUEST, operates at 29 district campuses which include both elementary and intermediate schools. Nine of those sites, in addition to 1 middle school, were selected to be included in this RFA. The 9 sites selected have extremely low enrollment in QUEST due to cost being a huge barrier. These campuses also have the highest economically disadvantaged percentages within the district. The ACE program will be able to dramatically increase the number of students and families served and will be able to help meet the targeted needs of the attendees and the community as a whole.

At the end of the grant period, the 10 ACE sites will transition back to the QUEST fee based program. The QUEST program will offer a sliding scale tuition fee for students on free/reduced lunch and will also introduce a scholarship program. We will leverage the resources and relationships built during the grant project period to continue offering as many free activities as possible to our families and students. Partners selected for this grant are committed to the MISD community and have agreed to continue to provide in kind services after the grant concludes.

The Project Director will present at school board meetings to highlight the ACE program, which will promote the importance of the sustainability process with internal and external stakeholders. Site Coordinators will present regularly to the Community Advisory Council to inform members of campus and community needs that will be addressed throughout the grant period. A successfully sustained program will rely on alternative usage of other funding sources including Title 1 funding focused on academic programs upon completion of the grant cycle. Site Coordinators will also collaborate with school administrators throughout the five-year period to discuss multiple ways to support Title 1 funds in order to continue to provide high quality academic programs after school.

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)

Whether it is supporting teachers, students or activities within the ACE program, volunteers are vital to the success of each MISD campus, department and program. The knowledge base and talents of those within our community are an invaluable resource that can be tapped into for the benefit of our students and families.

Because the safety of our students and staff is our top priority, those wanting to become MISD volunteers must go through the following security measures before serving in the district and ACE program.

- Interested volunteers will interview with the Project Director and/or Site Coordinator.
- An on-line volunteer application will need to be completed.
- Volunteers must provide a driver's license or another form of identification with the applicant's photograph. The verification method must be issued by an entity of the U.S. government.
- Volunteers must pass a criminal background check. MISD uses a reputable third-party company to obtain criminal background checks. An individual's social security number (SSN) is used to conduct the background check.

After individuals have completed the criteria above and are cleared to volunteer, the campus will contact the volunteer and inform them when their services are to begin. All cleared volunteers will undergo an orientation to review program information and policies.

Volunteer recruitment will be done by conducting outreach to local high schools, universities and businesses. In addition, our partnerships with the Common Ground Network and Mansfield Chamber of Commerce will enhance our access to volunteers since they encompass over twenty-five faith-based organizations and a multitude of businesses across the area.

The Project Director will collaborate with the Director of Community Relations to align our recruitment practices and opportunities for outreach to guarantee volunteer quality with a broadened level of expertise.

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9. Statutory/Program Requirements (Cont.)

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

To receive the maximum benefit of the ACE program it is important that participants are in attendance as many days as possible each year. Positive student outcomes and higher academic achievement is directly correlated to the number of days a student attends the program. ACE participants will be targeted based on RTI data, social/emotional intelligence, and need for additional resources. A referral form will be used to document reasons for recruitment. Campus administration, counselor, diagnostician, and teachers will be able to refer students to the program using the same referral form. These staff members know our students on a variety of different levels so it is important to take referrals for the program from all aspects of a campus. Outreach through campus events such as school registration and meet the teacher night will aid in the recruitment of students and families.

Students enrolled in the program will be given the opportunity to share their opinions and voice which activities they would like to see offered at the campus ACE program. This data will be used to inform program schedules and will be the foundation for learning objectives which will be built into areas of deficiency such as reading and math. For example, cooking clubs will use measuring and various forms for math to create delicious dishes from around the world. Due to the high level of engaging activity, the program will entice students to attend regularly to continue to work on on-going projects and to not miss any of the exciting classes and activities offered by ACE.

ACE participants who attend 2 hours or more per day, for 45 or more days, will perform at or above grade level in math and reading by the end of the spring semester and have fewer behavior referrals compared to their non ACE peers.

Regular ACE participants who attend six or more hours a day, for 12 or more days in the summer, to eliminate the summer learning loss ("COVID-19 slide") and begin the next school year performing at or above grade level in math and reading.

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 center-level needs assessments conducted showed the need for high quality before and after-school academic and enrichment programs. High quality programs must start with a highly qualified leader and staff to implement the project plan. The ACE Project Director and Site Coordinators will be required to have a bachelor's degree in education or a related field as well as previous experience in OST programs. Bilingual candidates are highly preferred based on the community needs of the proposed sites. Project Director candidates will have a minimum of 5 years of administrative experience in 21st CCLC programs.

ACE families include working families who need a high-quality program with a safe environment for their children to be during the before, after-school and summertime hours while they are at work. MISD ACE is committed to providing that environment during the times that cover a normally extended work day. Mansfield ISD elementary schools operate from 8:00 AM through 3:30 PM each day while intermediate and middle schools operate from 8:30 AM - 4:00 PM each day. The ACE program will open at least one hour prior to the school at 7:00 AM each day and will end at least two hours after school ends each day at 6:00 PM.

Site budgets will be created and allocated to staff the program (inclusive of benefits) at a level where the maximum student to teacher ratio is 15 to 1 for enrichment activities and smaller groups as needed for academic support activities. Instructor staff will be made up of certified teachers, interventionists, and qualified external applicants. Identified in the Title 1 CNAs and Family and Community Needs Assessment were the needs for cultural awareness activities in addition to social and emotional growth lessons and mentoring.

District level accountability reports will be pulled to compare student growth data for core grades, attendance, and behavior referrals in addition to local assessments such as MAPS growth and mCLASS. Quarterly surveys (incorporated into the SEL survey) will be administered to obtain stakeholder satisfaction levels and perceived effectiveness of the program activities and management.

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10. Equitable Access and Participation

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

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

Group	<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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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.	1 Full-time Degreed Project Director	\$75,000
2.	1 Full-time Family Engagement Specialist	\$41,000
3.	1 Full-time Administrative Assistant	\$35,000
4.	10 Full-time Degreed Site Coordinators	\$550,000
5.	Professional and Support Staff Extra-duty Pay	\$580,000

Professional and Contracted Services

6.	Cultural Enrichment Services	\$5,000
7.	Mentoring and Social Emotional Learning Services	\$10,000
8.	External and Independent Evaluation Services	\$20,000
9.	Daily Student Transportation	\$41,580
10.		

Supplies and Materials

11.	Supplies to Support Academic and Enrichment Activities	\$75,000
12.	Supplies for Family Engagement Activities	\$10,000
13.	Administrative Office Supplies	\$1,500
14.	Laptops for Site Coordinators, FES, Administrative Assistant and Project Director	\$20,000

Other Operating Costs

15.	Benefits for Payroll Costs	\$143,220
16.	Conference/Training Travel for Site Coordinators, FES, and Project Director	\$13,000
17.	Educational Field Trips	\$15,000

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 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"/>
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Center Operations Schedule

County-district number or vendor ID: 220908

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	220908101	Alice Ponder Elementary 101 Pleasant Ridge Dr. Mansfield, TX 76063 817-299-7700	0	PK-4	95	70
2	220908112	Imogen Gideon Elementary 1201 Mansfield Webb Rd., Arlington, TX 76002 817-299-7800	0	K-4	85	60
3	220908113	Erma Nash Elementary 1050 Magnolia St., Mansfield, TX 76063 817-299-6900	0	PK-4	100	70
4	220908117	Thelma Jones Elementary 7650 S. Watson Rd., Arlington, TX 76002 817-299-6940	0	K-4	85	65
5	220908111	Kenneth Davis Elementary 900 Eden Rd., Arlington, TX 76001 817-299-7840	0	K-4	80	60
6	220908106	Charlotte Anderson Elementary 2122 W. Nathan Lowe Rd. Arlington, TX 76017 817-299-7760	0	K-4	85	65
7	220908107	Glenn Harmon Elementary 5700 Petra Dr., Arlington, TX 76017 817-299-7780	0	K-4	85	65
8	220908109	D.P. Morris Elementary 7900 Tin Cup Dr., Arlington, TX 76001 817-299-7860	0	K-4	90	70
9	220908205	Della Icenhower Intermediate 8100 Webb Ferrell Rd., Arlington, TX 76002 817-299-2700	0	5-6	75	50
10	220908042	T.A. Howard Middle, 7501 Calender Rd., Arlington, TX 76001 682-341-1050	0	7-8	75	50

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	2209081010	Alice Ponder Elementary, 101 Pleasant Ridge Dr. Mansfield, TX 76063						PK-4	95	70		
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				08/30/2021				12/17/2021				15
Spring Term				01/10/2022				05/20/2022				18
Summer Term				05/31/2022				07/01/2022				5
Total number of weeks:												38
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	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30			
Adjunct Sites, If applicable (site name and full address)		MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).										
Parent/Legal Guardian Activities		Parent and family activities will be scheduled and built around the result of a family needs assessment.										

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	220908112	Imogen Gideon Elementary, 1201 Mansfield Webb Rd., Arlington, TX 76002						K-4	85	60			
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				08/30/2021				12/17/2021				15	
Spring Term				01/10/2022				05/20/2022				18	
Summer Term				05/31/2022				07/01/2022				5	
Total number of weeks:												38	
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	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				30				
Adjunct Sites, If applicable (site name and full address)		MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).											
Parent/Legal Guardian Activities		Parent and family activities will be scheduled and built around the result of a family needs assessment.											

Texas ACE							Program Year						
Center Operations Schedule (one per center)							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	220908113	Erma Nash Elementary, 1050 Magnolia St., Mansfield, TX 76063						PK-4	100	70			
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				08/30/2021				12/17/2021				15	
Spring Term				01/10/2022				05/20/2022				18	
Summer Term				05/31/2022				07/01/2022				5	
Total number of weeks:												38	
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	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				30				
Adjunct Sites, If applicable (site name and full address)		MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).											
Parent/Legal Guardian Activities		Parent and family activities will be scheduled and built around the result of a family needs assessment.											

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	220908117	Thelma Jones Elementary, 7650 S. Watson Rd., Arlington, TX 76002						K-4	85	65		
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		08/30/2021			12/17/2021			15				
Spring Term		01/10/2022			05/20/2022			18				
Summer Term		05/31/2022			07/01/2022			5				
Total number of weeks:								38				
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	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30			
Adjunct Sites, If applicable (site name and full address)		MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).										
Parent/Legal Guardian Activities		Parent and family activities will be scheduled and built around the result of a family needs assessment.										

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	220908111	Kenneth Davis Elementary, 900 Eden Rd., Arlington, TX 76001						K-4	80	60			
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				08/30/2021				12/17/2021				15	
Spring Term				01/10/2022				05/20/2022				18	
Summer Term				05/31/2022				07/01/2022				5	
Total number of weeks:												38	
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	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00	
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				30				
Adjunct Sites, If applicable (site name and full address)		MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).											
Parent/Legal Guardian Activities		Parent and family activities will be scheduled and built around the result of a family needs assessment.											

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	220908106	Charlotte Anderson Elementary, 2122 W. Nathan Lowe Rd. Arlington, TX 76017				K-4	85	65				
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		05/20/2022		18						
Summer Term		05/31/2022		07/01/2022		5						
Total number of weeks:						38						
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	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30			
Adjunct Sites, If applicable (site name and full address)		MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).										
Parent/Legal Guardian Activities		Parent and family activities will be scheduled and built around the result of a family needs assessment.										

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 7	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	220908107	Glenn Harmon Elementary, 5700 Petra Dr., Arlington, TX 76017				K-4	85	65				
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		05/20/2022		18						
Summer Term		05/31/2022		07/01/2022		5						
Total number of weeks:						38						
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	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30			
Adjunct Sites, If applicable (site name and full address)		MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).										
Parent/Legal Guardian Activities		Parent and family activities will be scheduled and built around the result of a family needs assessment.										

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	220908109	D.P. Morris Elementary, 7900 Tin Cup Dr., Arlington, TX 76001					K-4	90	70			
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		08/30/2021			12/17/2021			15				
Spring Term		01/10/2022			05/20/2022			18				
Summer Term		05/31/2022			07/01/2022			5				
Total number of weeks:								38				
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	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30			
Adjunct Sites, If applicable (site name and full address)	MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).											
Parent/Legal Guardian Activities	Parent and family activities will be scheduled and built around the result of a family needs assessment.											

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	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	220908205	Della Icenhower Intermediate, 8100 Webb Ferrell Rd., Arlington, TX 76002					5-6	75	50			
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			08/30/2021			12/17/2021			15			
Spring Term			01/10/2022			05/20/2022			18			
Summer Term			05/31/2022			07/01/2022			5			
Total number of weeks:									38			
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	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, If applicable (site name and full address)	MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063					The Jerry Knight STEM Academy 1524 N. Walnut Creek Dr. Mansfield, TX 76063						
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).											
Parent/Legal Guardian Activities	Parent and family activities will be scheduled and built around the result of a family needs assessment.											

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 10	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	220908042	T.A. Howard Middle, 7501 Calender Rd., Arlington, TX 76001				7-8	75	50				
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		05/20/2022		18						
Summer Term		05/31/2022		07/01/2022		5						
Total number of weeks:						38						
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	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, If applicable (site name and full address)	MISD Ben Barber Innovation Academy 1120 W. Debbie Lane Mansfield, TX 76063				The Jerry Knight STEM Academy 1524 N. Walnut Creek Dr. Mansfield, TX 76063							
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Educational field trips such as museums, zoos, and local universities (Texas Christian University, University of Texas at Arlington, Tarleton University, University of North Texas, Texas Woman's University, and Texas Wesleyan University).											
Parent/Legal Guardian Activities	Parent and family activities will be scheduled and built around the result of a family needs assessment.											



Memorandum of Agreement

This agreement is entered effective July 1, 2021 through July 31, 2026 between Mansfield Independent School District ACE and The Common Ground Network-Mansfield. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Texas 21st Century Community Learning Centers Grant Program.

Mansfield ISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and The Common Ground Network - Mansfield will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

Mansfield ISD, 21st CCLC Staff agree to:

- Complete background check on volunteers
- Provide ACE staff member to supervise all activities
- Provide point of contact and staff for resource disbursement
- Provide on-going ACE student/ family needs to the Network
- Provide End of Year SEL and satisfaction survey data

The Common Ground Network agrees to:

- Provide "Weekend Backpack Meals" to ACE participants weekly
- Assist in creating and maintaining a center level food pantry
- Provide hygiene kits for ACE participants and families
- Provide volunteers as needed

Budget Included in 21st CCLC Grant:

Personnel	\$ 0
Supplies	\$ 0
Administrative	\$ 0
Total	\$ 0

This agreement can be voided by either party with a 30-day written agreement. All services rendered under this agreement will be in-kind.

As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.



The Common Ground Network - Mansfield

Date

1/19/21



Tina Cantu, Director

Date

1-19-2021



Memorandum of Agreement

This agreement is entered effective July 1, 2021 through July 31, 2026 between Mansfield Independent School District ACE and The Mansfield Area Chamber of Commerce. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Texas 21st Century Community Learning Centers Grant Program.

Mansfield ISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and The Mansfield Area Chamber of Commerce will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

Mansfield ISD, 21st CCLC Staff agree to:

- Complete background check on volunteers
- Provide ACE staff member to supervise all activities
- Provide point of contact for training facilitation
- Communicate on-going ACE student/ family needs to the Chamber

The Mansfield Area Chamber of Commerce agrees to:

- Provide professional development courses
- Provide team building and training opportunities for ACE Staff
- Provide connections and access to local businesses and entrepreneurs
- Provide adult education seminars
- Provide volunteers as needed

Budget Included in 21st CCLC Grant:

Personnel	\$ 0
Supplies	\$ 0
Administrative	\$ 0
Total	\$ 0

This agreement can be voided by either party with a 30-day written agreement. All services rendered under this agreement will be in-kind.

As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.

Lori Williams

Lori Williams, President
The Mansfield Area Chamber of Commerce

01/20/2021

Date



Tina Cantu, Director
Mansfield Independent School District

1-19-2021

Date