



**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 07, 2021

NOGA ID

Application stamp-in date and time

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

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

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

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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
1. Academic recovery is a primary need as campuses with ongoing school attendance and academic achievement issues face the additional challenges of pandemic school closures.	Provide high level, engaging activities that draw students into the program and encourage retention while increasing academic achievement. Campus data and stakeholder feedback will determine program offerings individualized for each site, scaffolding from middle school through high school. Plan to use evidence-based programs such as Lexia PowerUp-- a key request from campus principals.
2. Student behavioral and mental health issues that limit academic achievement have been exacerbated by the Covid pandemic and racial unrest as shown in recent student/family/staff surveys.	The program will emphasize social emotional learning, along with character development and leadership. For example, Character Strong is an evidence-based program that encourages critical thinking skills, provides coping techniques, includes service learning, and rewards positive and beneficial behavior.
3. Parent surveys expressed a need for greater knowledge and understanding of their student's academic path, college and career options, as well as opportunities for personal growth and development to better provide for their families.	Successful programs implemented in other schools will be offered, including: 13-week Parent University in fall and spring to provide families with an opportunity to connect to the school and learn more about academic and career pathways, and Adult Education classes ranging from GED to ESL to healthcare certifications to improve family life options.

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.

Annually, 90% of regular participants will participate in structured programming resulting in improved school day attendance, improved school day behavior, growth in state assessment, improved GPA, and increased program engagement and satisfaction by students, teachers, and parents; with the ultimate outcome that 100% of students who have been regular participants for 4 or more years, will complete a digital College or Military and Career portfolio and FAFSA application by grade 12 as demonstrations of preparation for a successful future.

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

By the end of Quarter 1, enrollment will reach 50% of projected participants in the program.
 By the end of Quarter 1, 100% of regular participants will not have received an out of school suspension.
 By the end of Quarter 1, 100% of regular participants will have a school-day attendance rate of 90% or more.
 By the end of Quarter 1, 100% of Site Coordinators will have participated in rigorous training on implementation of Quality Indicators.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of Quarter 2, enrollment will reach 75% of projected participants in the program.
 By the end of Quarter 2, 90% of regular participants will not have received an out of school suspension.
 By the end of Quarter 2, 90% of regular participants will have a school-day attendance rate of 90% or more.
 By the end of Quarter 2, 75% of regular participants will be passing 100% of core courses.
 By the end of Quarter 2, 80% of regular participants' parents or guardians will have had at least two or more direct contacts with the program or enrolled in or attended program activities.
 By the end of Quarter 2, 100% of the required Quality Indicators will show a value of "Implementing" or higher.

Third-Quarter Benchmark

By the end of Quarter 3, enrollment will reach 90% of projected participants in the program.
 By the end of Quarter 3, 90% of regular participants will not have received an out of school suspension.
 By the end of Quarter 3, 90% of regular participants will have a school-day attendance rate of 90% or more.
 By the end of Quarter 3, 75% of regular participants will be passing 100% of core courses.
 By the end of Quarter 3, 90% of regular participants' parents or guardians will have had at least two or more direct contacts with the program or enrolled in or attended program activities.
 By the end of Quarter 3, 80% of regular participants will have initiated their digital portfolio (similar to resume or CV)

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.

Project data is used on a regular, ongoing basis to evaluate program process and progress. Center staff will review individual student school attendance, program attendance and disciplinary referrals on a weekly basis, grades each six weeks or upon report by teachers, and final course grades each semester. If student performance does not show expected improvement, review of tutoring and academic options will result in change of class leaders or class offerings, or more intensive attention to teacher areas of concern.

Pulse participant ratings of all programs are conducted at the end of each six weeks, and this review process informs the planning and development of programs for each six weeks – programs which show poor attendance or ratings from participants are eliminated or upgraded to meet expectations. Project management staff review all required measures to ensure benchmarks are met, each six weeks, at end of semester, and end of year. Annual summative and formative evaluations are reviewed with all center and management staff each year, including stakeholder evaluation surveys from students, campus administration, teachers, parents, and partners/center program staff. Participant digital portfolios and academic goals set for students will be reviewed for progress and completion status at the beginning of Quarter 3 each year.

Evaluation results are reviewed for alignment with strategic plan to allow for updating with any necessary additions or changes to ensure program meets summative SMART goal. Evaluations are shared and reviewed with stakeholders, including students and families, FWISD Board of Trustees, Fort Worth City Council, campus administration and faculty, district administration, community partners and potential/existing funders as a path to program sustainability. Recommendations for project improvement are solicited, and strategic plan and program offerings are adjusted accordingly to ensure attainment of highest rating on all four quality indicators.

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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. The needs assessment process began at a district level with a review of data on campuses and communities throughout the district to determine campuses with fewest resources and highest needs. Data sources consulted for community included census and city resources that detail crime statistics, high school completion data, health status, and employment status. Secondary school administration was consulted on highest need campuses with data reviewed from Campus Improvement Plans (CIPs) and state reporting. Campus administration was consulted for viability and need for programming, with alignment of 21st Century programming options to current or future CIPs, other sources of financial or community assistance, and faculty and staff commitment to support a 21st Century program. Stakeholder surveys from each campus provided input from faculty, students, and families. State accountability scores detailed the areas of priority for each campus. District-wide results from the CDC's Youth Risk Behavior Survey informed program planning needs. Truancy and disciplinary reports were used to develop priorities for student recruitment and engagement, especially related to the disproportionate referral rates among ethnic minority students. Stakeholder surveys and evaluations from FWISD campuses with existing after school activities provided insight to priorities and program preferences.

b. Students deemed most in need of services include those considered "at risk" due to failing one or more classes, with ongoing attendance issues, homeless students, and those with Limited English Proficiency (LEP). Each of these schools have significant numbers of students that apply to these categories, as shown by the Accountability Ratings: all campuses selected are rated C, D, or F, including five rated F for "closing the gaps". Percentage of LEP students at the campuses range from 15% to 63%, for a total of 2,772 LEP students at the 10 campuses. Homeless students account for over 2% of the student population, representing a total of 145 students. 5,518 students at the 10 campuses are considered "at risk" in accordance with the 13 established TEA criteria, and include 80% of the enrollment at one of the campuses. Statutory Priority 1: (1) 70% of students will be from schools with higher than state average for at-risk students, and (2) 65% of students served are from campuses identified as comprehensive improvement. Economically Disadvantaged students are from 83% to 97% of enrolled students at the 10 campuses, for a total of 8,677. Considering the amount of funds available and the high numbers of at-risk students we expect to enroll approximately 20% of the high need student population. A review of the Youth Risk Behavior Survey indicated an increase in obesity and students trying to lose weight, but a decrease in physical activity over the last three years. Additionally, percentages of students who reported feeling sad or hopeless increased, and use of drugs and offers of drugs on school property increased. With these survey results in mind, programming will be provided related to Social Emotional Learning and physical activities attractive to students.

c. FWISD has a well-articulated "live" dashboard for student performance that can be accessed by campus and district project administrators to review student achievement, attendance, truancy and progress on a real-time basis. Current registered students are reviewed on a weekly basis. Non-registered students with major negative direction of data are reviewed with campus counselors, intervention specialists, stay-in-school coordinators, teachers, parent liaisons and campus leadership to determine program need/eligibility. Working families are a special focus, with evening options for parent/adult programming, and opportunities for counseling and review of student performance after the school day. The before/after school options are very important for families to feel secure that their children are safe and well-cared for during the hours when unsupervised juveniles are most likely to be engaged in illegal or dangerous activities as documented by America after 3PM. Before school hours at all campuses will allow parents to drop off students on their way to work.

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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.

FWISD 21st Century programming is designed to enable students to achieve academic success and graduate prepared to make choices about their future through engaging activities that present students with a positive reason to be at school each day. Feedback surveys from other FWISD after school programs have shown that teachers and parents feel that attending improves student attendance, increases positive classroom behavior and encourages homework completion – all of which have positive impacts for student achievement. A review of data and evaluation reports for the previous years of after school programming in FWISD illustrate that among participants who are targeted for programming due to low attendance, school attendance improves. Low school attendance has consistently been correlated with failing grades, and failure to graduate. FWISD longitudinal data shows that students participating in after school activities over time receive higher marks on state accountability exams, grades improve (especially literacy) and attendance improves among regular participants.

The 21st Century SMART goal related to improvement in School Day Attendance: By the conclusion of year 1, regular attending 21st Century students will improve attendance by at least 10%, with an average of 90% attendance for all regular attendees.

Direct tutorials with significant ongoing support from school day teachers will be a key part of the plan for Academic Recovery after the pandemic school closings. Face-to-face, in person long-term contact with familiar adults can increase a feeling of belonging and improve attendance.

Strategies that improve recruitment and retention of students in 21st Century programming are key elements for improving school attendance. As described previously, FWISD engages in extensive recruitment, and follows through with retention by continuing with all extensive student contact after enrollment. As we look at opportunities for improving attendance, behavioral issues and campus disciplinary actions are important aspects, in part due to lack of equity in administering responses to behavior. For example, black females are disproportionately represented in discipline referral data, with resulting decreases in attendance and grades. Providing an inclusive and equitable environment in the after school space is an attainable and necessary first step for improving attendance and thereby academic achievement.

Trauma, which can be demonstrated through Adverse Childhood Experiences data, is a significant factor in irregular school attendance. "Children growing up with toxic stress may have difficulties forming healthy and stable relationships. Toxic stress from ACEs can change brain development, and affect such things as attention, decision-making, learning, and response to stress." [CDC.gov/VitalSigns] As a part of a Department of Education Counseling grant, FWISD surveyed fourth and fifth grade students for trauma, and found excessive levels of traumatic experiences at higher than 90% of students at campuses similar to those targeted in our 21st Century grant. Site Coordinators have been trained to access and follow through with referrals to wrap-around mental health services available to families within the district. This attention to under-lying causes of school attendance issues, which result in academic failures, is a primary responsibility of all site personnel.

Incentives for participation can occur in many forms: physical incentives such as water bottles and backpacks from program partners; gas cards for parent participation; or recognition events that acknowledge improvement in attendance, behavior, grades. However, the most powerful incentives are the creation of relationships, and providing valuable, attractive programming that creates a desire for participation.

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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.

All programming follows the Project Based Learning (PBL) model and is designed to integrate school day lessons and materials into expanded enrichment activities which serve to connect students to the practical applications of academics. Teachers self-identify to work extra-duty hours in the 21st Century program, not only with tutoring, but with other experiential enrichment programs that provide opportunities for bonding with students while integrating academic material into activities of special interest to students, such as cooking classes with a math aspect or "learning walks" for ecology/ botany. Program activities are customized to respond to the interests and needs of the students most at risk of failure. By offering opportunities to participate in activities such as coding, video production, theater, guitar lessons or martial arts in addition to tutoring, programming leads students to look beyond the limits of their current environment to the many possibilities academic success can open for them. Each Site Coordinator is selected in close consultation with the principal and campus administration, and the Coordinator is expected to serve as an academic liaison with school-day teachers to coordinate programming and services to meet the needs of individual students. As a part of this responsibility, the Coordinator maintains working relationships with faculty and staff, attends faculty meetings when possible, and is available to meet with teachers during their planning periods. Coordinators are also expected to meet monthly with school leadership. Coordinators work with Stay-in-School Coordinators for their pyramid to assist with truancy issues, and will regularly consult with crisis intervention specialists and counselors regarding mental health and academic needs of students.

Tutoring will be offered at all campuses with the coordination of Title funds, State Compensatory Education funds, and 21st Century program funds in all subjects where enrolled students are struggling. Site Coordinator will be responsible for reviewing CIPs and student progress reports to schedule tutoring in the areas of most concern. The CIPs are a rich source of information for each campus to individualize programming to meet the defined needs of their students, and ensure that all enrichment activities have elements that align to academic needs.

Program offerings will be reviewed and revised every six weeks based on the success of the programs as determined by student participation, teacher evaluation, and consultation with campus personnel to ensure that student needs are being addressed. Classes or activities which do not receive a positive response from students will be dropped, revised, or have alternate leadership assigned. Rational thought and analysis of ideas as well as critical thinking skills are promoted through the "Dedicated Discussions" program held daily at each campus. Students and staff identify relevant current or historical topics to provide thought-provoking engagement in issues that affect students' daily lives, while providing life skills. The ultimate goal is to encourage objective, fact-based discussion in the mold of a Socratic Seminar.

Examples of specific evidence-based programs used in trainings and student programming are discussed in #5, and include Character Strong, Lexia, and Parent University. The Family Engagement specialist will assist Site Coordinators with planning and implementation of appropriate regular and special family events for each campus, and help establish timing and recruitment for Parent University in cooperation with the FWISD Parent Partnership Department. College & Career Coaches and Counselors at each school will have the opportunity to provide programming outside the school day through 21st Century with students and parents, with specific programs on FAFSA completion, Programs of Choice (POC), and assistance for students and their families as they look at career paths and seek POC opportunities to gain licenses or certifications even before graduation. Equitable and inclusive environments are a priority for all programming, which is especially important knowing that all of our schools are majority students of color. Organizations such as Maroon Nine workshops offer social justice discussions, creative writing, career, college, fine arts, mindfulness, small group mentoring and more. Other performing and fine arts programs include Capoeira (Afro-Brazilian martial art that combines elements of dance, acrobatics, and music), Poetry Slam with book publishing to promote literacy, and Blue Zones which will provide a variety of health and wellness programming and the Social Emotional Learning program Character Strong.

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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

Fort Worth ISD and Texas Health Resources Blue Zones (THR BZ) have reached a partnership agreement to provide a variety of mental and physical health-related programs to our proposed ten 21st Century sites. THR BZ has worked periodically with Fort Worth ISD over the last six years to promote employee, student and family health, but this agreement is a commitment to provide specific, ongoing services to these ten campuses that would otherwise not have been available. These programs are aligned to the need analysis which informed our 21st Century goals and objectives. As described previously, over the last three years students have described an increase in obesity and desire to lose weight, but a decrease in physical activity, as well as an increase in reports of feeling sad or hopeless and increase in use of drugs and offers of drugs on school property. Each of these indicates a need for a better understanding of the relationship of health to nutrition, physical activity and social emotional skills. Extensive research on student achievement has also shown evidence of the importance of health for student academic achievement. For example, through a comprehensive literature review, Steven R. Shaw and Paul Gomes of McGill University provided significant research support for the key relationships among school achievement and nutrition, maintaining healthy weight, and physical fitness. They cite evidence that interventions that target obesity directly influence meta-academic skills (e.g. planning, impulse control, peer relations) necessary for school success more than core cognitive skills (e.g. memory, fluid intelligence, verbal skills; Belsky et al., 2013).

The partnership plan between FWISD and THR BZ will provide activities that specifically target these elements:

- *Virtual Yoga and Meditation classes intermittently throughout the school year;
- *In-person Yoga and Meditation Instructors for the "1 Thing Better Leadership Camps" during summer programming;
- *Healthy Lifestyles and Nutrition experts to provide instruction rotating to all ten campuses throughout the year;
- *Funding for Character Strong Social Emotional Learning training for up to eighty (80) staff to serve all ten sites;
- *College and Career presentations to promote future-oriented views for 21st Century grant participants during out of school time and during summer leadership camps; and,
- *Incentives such as backpacks, water bottles and other age appropriate items to encourage student alignment to program objectives.

Examples of other partners that will enhance services and provide opportunities for sustainability include:

- *FWISD and Texas Christian University provide GED and ESL classes at two of the 21st Century campuses, and seek to expand to all ten campuses with the support of the grant. TCU's College Advising Corps can expand to after school programming for students and their families.
- *UNTHSC: Over the Counter Awareness, Dental Screenings, Vision Screenings, and Nutrition programming previously offered only during the school day could be expanded to after school hours.
- *City of Fort Worth/Crime Prevention and Control District will provide supplemental program funds at five sites.

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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.

FWISD has developed well-defined program standards and best practices for out-of-school-time using the research- and evidence-based recommendations of the National Institute of Out of School Time and the Weikart Foundation's Youth Program Quality Assessment. All 21st Century sites will complete a "metrics" page designed by Dr. Charles Bamford – author of The Strategy Mindset 2.0 – that requires Site Coordinators to think critically and commit to specific strategies and actions that will ensure successful completion of programming. These metrics must keep SMARTIE ("I" = Inclusive and "E" = Equitable) goals in place and ensure that programs are designed around grant requirements and desired stakeholder outcomes. All Site Coordinators participate in hands-on annual training to create programs that are systemic and not episodic in nature. Evidence-based practices are in place for each area:

1. Enhance Academic Performance: The 21st Century program will support academic recovery efforts through use of programs such as Lexia PowerUp, which in double-blind trials showed that program users scored 40 points higher on standardized tests. [Hurwitz, L.B. (2020). Supporting Struggling and Non-Proficient Middle School Readers with the Lexia PowerUp Literacy Program. Concord, MA]
2. Enhance postsecondary and workforce preparation: Prep Factory Community Enrichment Organization helps provide experiences for career tracks and college opportunities, especially to encourage students of color to look at future opportunities. Parent workshops are an integral part of this effort as well.
3. Positive youth development programs include
 - Character Strong--An evidence-based curriculum and professional development program to more effectively teach strong character and social-emotional skills. This includes support developing emotional regulation, coping skills, and mindfulness to increase empathy, kindness and character.
 - FWISD Afterschool Leadership Program--An evidence-based curriculum providing hands-on participation in decision-making, school and civic leadership, with a service-learning focus. Sessions emphasize responsibility, the democratic process, consensus decision-making, principles, integrity, ethics and values with historical examples.

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.

The 21st Century program will utilize Fort Worth ISD district-provided transportation. Secondary schools currently provide auxiliary early and late buses for tutoring and athletic programs through Title and local funds, and 21st Century students will be able to take advantage of these buses. 21st Century funds have also been budgeted to supplement for additional buses as needed. Additionally, many of the campuses selected are in close-proximity neighborhoods where students walk to and from school. Public transportation is not easily accessed in many of our campus areas, and even low-income families must have personal vehicles for work. Especially for middle school, many families provide personal transportation for after school and evening activities. Donors have committed funds to provide items such as gas cards as incentives for family participation.

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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.

FWISD has a robust communications department which disseminates program information throughout the community through social media, the district website, print and broadcast sources. Information is available in multiple languages based on the needs of families for individual campuses. The district and individual campuses will send direct-contact texts and emails to selected students and families for specific invitations to participate in the program, along with the "Remind" app for text messages and "Blackboard" for voice messages to alert students and parents about relevant events. The proposed high school with a Gold Seal Program of Choice - Broadcast Journalism/ Media has committed to producing marketing and information spots to be posted on the FWISD afterschool webpage. Campuses will review data and receive recommendations from counselors, teachers, and administration to target students most in need of the program, and personal invitations will be delivered to these selected students and their families. Community and faith-based organizations will also publish information on the program through their media outlets, newsletters, and direct community contact in libraries, community centers, churches, and health centers. Through community partnerships schools have regular contacts with local businesses where the program information can also be disseminated. Campus student organizations will be mobilized to support the program, through school-wide video announcements as well as continuing consultation to ensure that programs are attractive and interesting to engage student participants. Teacher enthusiasm for the program is key to student engagement, and these relationships between students and teachers will be tapped to encourage targeted student participation. 21st Century staff will participate in parent/family meetings specifically to describe and detail options for involvement, both of students and adults. As mentioned previously, participation incentives will be provided such as gas cards, health-related items from Blue Zones, and other age-appropriate items for families and students to encourage participation, healthy behaviors and academic achievement.

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.

a. Program Priority 1- Program Integration: Campus Improvement Plans (CIP) detail priorities for use of Title and other funds, and 21st Century activities are aligned with these priorities to combine and enhance the use of these funds. Title Funds and TCU partnerships are used for College and Career Coaches, and through 21st Century their counseling activities can extend into the after school hours and for parents in evening programming. Struggling students such as those targeted by our program are often unable to access specialized offerings during the school day because of additional core courses required to pass prior year failed classes. Title I, Bilingual, and State Compensatory Education (SCE) funds are used for tutorials at all campuses, and coordination with these resources will expand the scope of tutoring available during 21st Century hours. SCE funds will provide programs outside the school day such as writing camps and conversational practice and extra tutorials to boost or support students to reach higher levels on STAAR and TELPAS assessments. Title I and SCE funds are also committed to before/after school tutorial transportation which can be accessed by 21st Century students. Our partnership with Texas Christian University, through the Tarrant County Adult Education and Literacy Consortium, uses funds through the Texas Workforce Commission from the state and the U.S. Department of Labor, Education and Training Administration.

b. FWISD longitudinal program data spanning the last twenty years has demonstrated that long term participation in afterschool programming leads to gains in academic achievement. Students who participated in FWISD's afterschool program for three or more consecutive years routinely attained higher math and reading scores than their afterschool peers who attend intermittently. These students also had few to no disciplinary referrals and attended school 98% or better than their counterparts. Data illustrates that they achieved academically at significantly higher rates than their counterparts who were not regular participants.

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9. Statutory/Program Requirements (Cont.)

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

FWISD utilizes a variety of funding options for after school programming, in part as described in the #8 above. Through the robust evaluation and community engagement provided through the 21st Century program, over the five-year funding period we would expect to prove the viability and strength of the program as a vehicle for academic improvement for student participants. The continual feedback and involvement of funders is key to long-term support, and program and administrative staff would maintain contact over the years with each of these and other funding prospects to expand and enhance programming. Observational visits through activities such as the Afterschool Alliance's Lights on Afterschool will be arranged for current and potential funders to have a first-hand view of the programs in progress. Annual reports of program progress will be supplied to all existing and potential funders, whenever possible arranging for group or individual presentations by leadership staff.

Maintaining close relationships with campus administration and faculty is key to expanding 21st Century program opportunities through campus funding sources. As described previously, a key responsibility of the Site Coordinator will be to develop and maintain relationships within each campus to ensure that the 21st Century program is meeting campus needs. Additionally, regular contact with local businesses, non-profits and faith-based groups near each campus will enhance opportunities for donations and long-term support of the after school and family programming.

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)

Fort Worth ISD has successfully partnered with a large number of local agencies, faith-based organizations and non-profit groups to assist with programs at the schools. FWISD afterschool programs had over 300 different individuals and organizations partner with sites to deliver some type of programming in the past year.

The 21st Century focus for volunteers will be community engagement through volunteer service projects BY our students. As a part of the 21st Century Leadership Program we will arrange for student participation in local City Council, County Commissioner and FWISD Board of Trustee's meetings to raise awareness of opportunities for involvement in community decision-making. Volunteer activities for students could include identified campus needs as well as community activities such as Habitat for Humanity's "Cowtown Brush-up", City of Fort Worth's "Keep Fort Worth Beautiful", Food Bank distributions, and other local community opportunities for involvement.

All volunteers are screened through FWISD's Office of Professional Services. Applicants must pass a rigorous background check that includes searches on FWPD, Texas State Trooper and FBI databases. Only after an applicant has passed all checks are they allowed on a District property. Further, volunteers are always supported by FWISD afterschool staff. They are never allowed to be alone with students.

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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.

The 21st Century program will rely on FWISD's after school live student dashboard to continuously identify and track current and potential participants, with the key element of campus stakeholder and parent input. All students will be considered, but special efforts will be made to seek out those most in need of the program who are not currently participating in other school-sponsored or UIL activities such as athletics. As described previously, direct contact through text, email, and personal invitations will be used for recruitment and to improve regular attendance and retention. All students who are not attending regularly are contacted by the Site Coordinator or their program leader. Through regular student program evaluations and review of attendance and engagement in programming, Coordinators will adjust and revise program offerings to align with student and family expectations. Student feedback will continuously be solicited on program options through Qualtrics-supported Pulse Surveys. Continuous improvement efforts will allow team members to remain abreast of program climate and stakeholder buy-in.

SMART Goals specifically related to student attendance targets and dosage include:

Fall: By the conclusion of fall programming, 750 students will have attained 50% of the required days to establish "regular attendee" status in 21st Century.

Spring: By the conclusion of spring programming, 900 students will have attained 80% of the required days to establish "regular attendee" status in 21st Century.

Summer: By the conclusion of summer programming, 1000 students will have attained 100% of the required days to establish "regular attendee" status in 21st Century.

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.

Campuses were chosen based on current resources and opportunities, or lack thereof, such as active nearby community centers or existing on-campus after school programs. Through coordination with other programs and funding streams described in #8 above, we plan to reach more students and enhance services beyond those that could be impacted by 21st Century funds alone. Review of CIPs and individual consultations with campuses allowed for alignment of campus priorities to after school plans. Budget and staffing are based on historical data of successful secondary programs. Number of participants at each site was projected by aligning campus needs with budget availability to maintain student to staff ratios recommended by the RFA. The documented need at all the selected campuses is great in all areas, as described previously, and part of the planning process involved determining what type of activities could impact needs the most. Data on past after school programs confirmed that students showing greatest growth in measures of effectiveness were active, regular participants. Keys to attaining active, regular participation are that program offerings must be attractive and apply directly to students' interests and their lives. Staff must be well-trained and attuned to students' individual needs, and what is happening in their lives outside the school. This application is centered on middle and high school students, where it is more difficult to attain regular participation. Elementary students are "assigned" participation by their parents, but the independent decision-making of secondary students necessitates listening and learning to their choice of activities. We align and coordinate academic recovery efforts with youth-selected development programming to ensure offerings of high level, engaging activities that encourage reluctant students to engage in active learning after the school day. This in turn has been shown to increase school day attendance, improve behavior, lead to state assessment growth, demonstrate school satisfaction and other measures of effectiveness.

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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.	Program Director	\$60,000
2.	10 Site Coordinators	\$480,000
3.	Family Engagement Specialist	\$48,000
4.	Extra-duty Teachers and Part-time Program Leaders	\$732,357
5.	Benefits -- approximately 13% (differs for permanent, extra-duty, part-time)	\$173,897

Professional and Contracted Services

6.	Contracted site programs	\$60,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	General Program Supplies	\$30,000
12.	Computers and Printers for 12 required staff	\$12,000
13.		
14.		

Other Operating Costs

15.	Required staff conferences	\$2,400
16.	Student Transportation	\$10,000
17.	Awards & Incentives, family program snacks	\$6,500

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$84,756

TOTAL GRANT AWARD REQUESTED: \$1,700,000

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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

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

Center Operations Schedule

County-district number or vendor ID:

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	220905005	Dunbar HS, 5700 Ramey, Fort Worth, 76112, 817.815.2953	0	09-12	115	90
2	220905006	Eastern Hills HS, 5701 Shelton, Fort Worth, 76112, 817.815.2953	0	09-12	110	90
3	220905014	Southwest HS, 4100 Altamesa, Fort Worth, 76133, 817.815.2953	0	09-12	90	80
4	220905015	Western Hills HS, 3600 Boston, Benbrook, 76116, 817.815.2953	0	09-12	90	80
5	220905016	Wyatt HS, 2400 E. Seminary, Fort Worth, 76119, 817.815.2953	0	09-12	115	90
6	220905049	Kirkpatrick MS, 3201 Refugio, Fort Worth, 76106, 817.815.2953	0	06-08	110	90
7	220905051	Meacham MS, 3600 Weber, Fort Worth, 76106, 817.815.2953	0	06-08	90	80
8	220905059	Jacquet MS, 2501 Stalcup Rd., Fort Worth, 76119, 817.815.2953	0	06-08	110	90
9	220905060	Wedgwood MS, 3909 Wilkie Way, Fort Worth, 76133, 817.815.2953	0	07-08	90	80
10	220905061	Leonard MS, 8900 Chapin Rd., Fort Worth, 76116, 817.815.2953	0	06-08	110	90

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE					Program Year							
Center Operations Schedule (one per center)					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	220905005	Dunbar HS, 5700 Ramey, Fort Worth, 76112, 817.815.2953			09-12	115	90					
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		09/07/21		12/10/21		13						
Spring Term		01/17/22		05/20/22		17						
Summer Term		06/13/22		07/15/22		5						
Total number of weeks:						35						
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	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Tuesday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Wednesday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Thursday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Friday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer schedule will be Monday through Thursday except week of July 4 th , when it will be Tuesday – Friday. Saturday events, service-learning activities, and family activities will be scheduled by the Site Coordinator as needed. If campuses are closed due to the pandemic, programs will continue virtually.										
Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	220905006	Eastern Hills HS, 5701 Shelton, Fort Worth, 76112, 817.815.2953				09-12	110	90				
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		09/07/21		12/10/21		13						
Spring Term		01/17/22		05/20/22		17						
Summer Term		06/13/22		07/15/22		5						
Total number of weeks:						35						
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	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
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Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	220905014	Southwest HS, 4100 Altamesa, Fort Worth, 76133, 817.815.2953			09-12	90	80					
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		09/07/21		12/10/21		13						
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Summer Term		06/13/22		07/15/22		5						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
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Wednesday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Thursday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
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Saturday												
Sunday												
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Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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 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	220905015	Western Hills HS, 3600 Boston, Benbrook, 76116, 817.815.2953			09-12	90	80					
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		09/07/21		12/10/21		13						
Spring Term		01/17/22		05/20/22		17						
Summer Term		06/13/22		07/15/22		5						
Total number of weeks:						35						
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
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Wednesday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Thursday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Friday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40				
Saturday												
Sunday												
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Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer schedule will be Monday through Thursday except week of July 4 th , when it will be Tuesday – Friday. Saturday events, service-learning activities, and family activities will be scheduled by the Site Coordinator as needed. If campuses are closed due to the pandemic, programs will continue virtually.										
Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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 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	220905016	Wyatt HS, 2400 E. Seminary, Fort Worth, 76119, 817.815.2953			09-12	115	90					
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		09/07/21		12/10/21		13						
Spring Term		01/17/22		05/20/22		17						
Summer Term		06/13/22		07/15/22		5						
Total number of weeks:						35						
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	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Tuesday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Wednesday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
Thursday	7:25	8:25	3:40	5:40	7:25	8:25	3:40	5:40	8:00	12:00	12:30	2:30
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Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
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Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	220905049	Kirkpatrick MS, 3201 Refugio, Fort Worth, 76106, 817.815.2953				06-08	110	90				
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		09/07/21		12/10/21		13						
Spring Term		01/17/22		05/20/22		17						
Summer Term		06/13/22		07/15/22		5						
Total number of weeks:						35						
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	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Tuesday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Wednesday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Thursday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Friday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer schedule will be Monday through Thursday except week of July 4 th , when it will be Tuesday – Friday. Saturday events, service-learning activities, and family activities will be scheduled by the Site Coordinator as needed. If campuses are closed due to the pandemic, programs will continue virtually.										
Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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 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	220905051	Meacham MS, 3600 Weber, Fort Worth, 76106, 817.815.2953			06-08	90	80					
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		09/07/21		12/10/21		13						
Spring Term		01/17/22		05/20/22		17						
Summer Term		06/13/22		07/15/22		5						
Total number of weeks:						35						
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	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Tuesday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Wednesday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Thursday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Friday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer schedule will be Monday through Thursday except week of July 4 th , when it will be Tuesday – Friday. Saturday events, service-learning activities, and family activities will be scheduled by the Site Coordinator as needed. If campuses are closed due to the pandemic, programs will continue virtually.										
Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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 #	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	220905059	Jacquet MS, 2501 Stalcup Rd., Fort Worth, 76119, 817.815.2953	06-08	110	90							
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		09/07/21	12/10/21	13								
Spring Term		01/17/22	05/20/22	17								
Summer Term		06/13/22	07/15/22	5								
Total number of weeks:				35								
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	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Tuesday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
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Thursday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Friday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer schedule will be Monday through Thursday except week of July 4 th , when it will be Tuesday – Friday. Saturday events, service-learning activities, and family activities will be scheduled by the Site Coordinator as needed. If campuses are closed due to the pandemic, programs will continue virtually.										
Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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 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	220905060	Wedgwood MS, 3909 Wilkie Way, Fort Worth, 76133, 817.815.2953					07-08	90	80			
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			09/07/21			12/10/21			13			
Spring Term			01/17/22			05/20/22			17			
Summer Term			06/13/22			07/15/22			5			
Total number of weeks:									35			
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	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Tuesday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Wednesday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Thursday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Friday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer schedule will be Monday through Thursday except week of July 4 th , when it will be Tuesday – Friday. Saturday events, service-learning activities, and family activities will be scheduled by the Site Coordinator as needed. If campuses are closed due to the pandemic, programs will continue virtually.										
Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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 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	220905061	Leonard MS, 8900 Chapin Rd., Fort Worth, 76116, 817.815.2953			06-08	110	90					
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		09/07/21		12/10/21		13						
Spring Term		01/17/22		05/20/22		17						
Summer Term		06/13/22		07/15/22		5						
Total number of weeks:						35						
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	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Tuesday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Wednesday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Thursday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15	8:00	12:00	12:30	2:30
Friday	8:00	9:15	4:30	6:15	8:00	9:15	4:30	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Summer schedule will be Monday through Thursday except week of July 4 th , when it will be Tuesday – Friday. Saturday events, service-learning activities, and family activities will be scheduled by the Site Coordinator as needed. If campuses are closed due to the pandemic, programs will continue virtually.										
Parent/Legal Guardian Activities		Parent University, College and Career family assistance, and other special adult programming will be scheduled after school and in special evening sessions depending on parent request and instructor availability.										

**Partnership Agreement
between
Fort Worth ISD and THR Blue Zones
for
21st Century Community Learning Centers, Cycle 11**

Texas Health Resources (THR) Blue Zones and FWISD have collaborated to promote health and wellness since 2015 for stakeholders including students, families and campus-based personnel. THR Blue Zones and FWISD recognize that mental and physical health are essential components for improving achievement in academics.

The Blue Zones team and the Fort Worth 21st Century program share priority goals for promoting healthy students and families that are successful in school and in life:

1. Move Naturally – Moving as a part of daily life such as gardening
2. Purpose – “Why I wake up in the morning” which is important for students as they plan for their futures
3. Down Shift –Routines to shed stress such as yoga and meditation
4. 80% Rule - Reminder to stop eating when their stomachs are 80% full which requires discipline and restraint
5. Plant Slant – Knowledge of healthiest foods to consume and appropriate serving sizes
6. Belonging – Developing a sense of community
7. Right Tribe – Supporting healthy behaviors in a group

THR Blue Zones has committed to provide special services at the ten 21st Century campuses that are not provided at other sites to assist FWISD students and their families turn healthy habits into permanent norms and behaviors.

THR Blue Zones will provide instruction to all stakeholders at the ten FWISD 21st Century sites during out of school time, including:

- Virtual Yoga and Meditation Instructors intermittently throughout the school year
- In-person Yoga and Meditation Instructors for the “1 Thing Better Leadership Camps” during summer programming
- Healthy Lifestyles and Nutrition experts to provide instruction at all ten campuses at various times throughout the year
- Funding for Character Strong SEL training for up to eighty (80) staff at all 10 sites
- College and Career presentations for 21st Century grant participants during out of school time and during summer leadership camps
- Various incentives such as backpacks, water bottles and other age appropriate items for students who meet stated criteria

Fort Worth ISD will provide:

- Necessary support staff to ensure proper delivery of programming
- Building resources such as class space, Promethean boards, custodial support to clean spaces after activities
- Utensils, kitchen aids and other needed items for cooking and wellness classes
- Monitor attendance and enter data into TEA repositories
- Monitor and deliver any needed pre and post test results
- Provide Pulse Surveys to measure stakeholder approval of programs/ classes

FWISD's 21st Century programs will provide Blue Zones a safe and dedicated space to provide this wide range of direct programming that would otherwise not be possible at these FWISD campuses.

Both Parties look forward to continued success for the tenure of the 21st Century Grant.

THR Blue Zones



Name: Stephanie Jackson

Title: Program Director

Fort Worth ISD



Name: Miguel Garcia, Jr.

Title: Director