



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization Fort Worth Independent School District
Campus name Multiple campuses CDN 220905 Vendor ID 756001613 ESC 11 UEI TMEZGP3LDMH
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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):

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

Authorized Official Name Carmen Arrieta-Candelaria Title CFO Email carmen.arrieta-candelaria@fwisd.org

Phone 817.814.2100 Signature Carmen Arrieta-Candelaria Date 1/6/2023

Grant Writer Name Nancy Marchant Signature Nancy Marchant Date 1/23/2023

[] Grant writer is an employee of the applicant organization. [x] 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 NOGA will be released.

4. Identify/Address Needs

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

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

A. Data sources: The needs assessment process began with a districtwide review of campus and community data to determine campuses with the fewest resources and highest needs, community data sources included census and city resources that detail crime statistics, high school completion rates, health status, and employment status. Elementary and secondary school district administrators and campus leaders were consulted to determine the highest need campuses. Campus Improvement Plans (CIPs) and TEA reports were reviewed to assess viability and need for programming. 21st Century programming options were aligned to CIPs, other sources of financial or community assistance, and faculty and staff commitment. State accountability scores detailed the areas of priority for each campus. 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. City crime statistics indicated all 10 campus attendance zones are in areas with medium to high rates of gun violence, which means high rates of trauma for students.

B. Stakeholder Feedback: Stakeholder surveys and evaluations from FWISD campuses with existing afterschool activities provided insight to priorities and general program preferences among various demographic groups. Stakeholder surveys from each campus provided input from faculty, students, and families. For instance, one area of concern that arose in 2021 surveys was a decrease in measures of emotional regulation, social awareness and sense of belonging.

C. Demonstrated need: Students deemed most in need of services include those considered “at risk” due to failing one or more classes and STAAR tests, students with chronic absenteeism issues, homeless students, and those with Limited English Proficiency (LEP). Each of these schools has a significant number of students who fall under several of these categories. Even campuses with higher Accountability Ratings have a significant number of students who are low-performing, are chronically absent, and are “at risk” and in need of the services provided by a 21st Century program. A total of 3,334 English Language Learner (ELL) students are currently enrolled at the 10 campuses, and 7,714 students are considered “at risk” in accordance with the 14 established TEA criteria. All 10 campuses operate Title I schoolwide programs, with a total of 8,475 Economically Disadvantaged students.

D. Plan to meet need: In addition to obvious academic needs in the areas of math and literacy, the COVID-19 pandemic led to an increase in the percentage of students who reported feeling sad or hopeless, and use of drugs and offers of drugs on school property increased. Relationships between teachers and students lost ground, and peer-to-peer relationships suffered. Social Emotional Learning and physical activities that students find attractive will be essential parts of the program, along with necessary academic assistance such as high-impact tutoring. All Fort Worth ISD campuses have full-time family engagement specialists, and family programs will address the unique needs of each campus community.

E. How determined target numbers: Considering the needs assessment, the amount of funds available from this grant, and our partners and prior experience in programming outside the school day for students and families, we expect to enroll approximately 10% of the at-risk student population. Elementary campuses will see a greater percentage of students and families targeted, and secondary schools may have targets somewhat less than 10% due to very high student enrollment.

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5. Measurable Goals and Progress

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

SMART GOALS: Improve Academic Performance in Reading & Math: By July 2024, 75% of regular program attendees will have achieved measurable progress toward grade level performance in Reading and Math as shown by performance on STAAR tests. Improve School Day Attendance: By July 2024, 75% of regular program attendees will meet or improve school attendance records as compared to their 2022-2023 school year attendance. Improve Student Engagement in Learning: By July 2024, based upon anecdotal responses and surveys, 75% of regular attendees will participate more regularly in classroom discussions. Improve Family Engagement: By July 2024, 75% of regular program attendees will meet or exceed the targeted adult participation goal of two individual or group activities per adult family member or guardian.

Benchmarks: Participation and attendance in 21st Century programs are key benchmarks for progress on all SMART goals, as prior research has demonstrated that regular 21st Century program attendance results in improved academic performance, school day attendance, engagement in learning, and family engagement. By January 2024, 600 students will have attained 50% of the required days to establish "regular attendee" status in 21st Century. By June 2024, 700 students will have attained 80% of the required days to establish "regular attendee" status in 21st Century. By July 2024, 800 students will have attained 100% of the required days to establish "regular attendee" status in 21st Century.

Other Benchmarks: Reading and Math improvement on six weeks grade reports will show stability or improvement over 2022-23 for 50% of regular attendees for each first semester grading period and 75% of regular attendees during second semester. School day attendance will meet or improve over 2022-23 for 50% of regular attendees during first semester and 75% of attendees during second semester. Family engagement is a minimum of one adult family member/guardian involvement with center staff for 75% of regular attendees during the fall semester, and two adult family member/guardian engagements with center staff during the spring semester.

Strategies that improve recruitment and retention of students in 21st Century programming are key elements for improving school attendance. FWISD engages in extensive recruitment, including personal contacts with targeted students and their families by counselors, teachers, and afterschool staff. Retention includes maintaining regular, two-way communication with students and families after enrollment. Providing an inclusive and equitable environment in the afterschool space is an attainable and necessary first step for improving attendance and thereby academic achievement. Incentives for participation can occur in many forms: physical items such as water bottles and backpacks from program partners; gas cards to promote parent participation; and recognition events that acknowledge improvement in attendance, behavior, and grades. However, the most powerful incentives are the relationships that develop during the afterschool program and the valuable, attractive programming that creates a desire for participation.

Staff Recruitment: Full-time staff are recruited through the FWISD Talent Management Division, and part-time staff are recruited by principals and FWAS, along with presentations during teacher meetings and recommendations from school leadership. Contracted programs are vetted through an annual RFP process.

Ensuring Strong Program operations: Program offerings will be reviewed and revised every six weeks following quality assurance processes and review of quality indicators, as well as review of student participation, teacher evaluation, and consultation with campus personnel and families to ensure that student needs are being addressed. Classes or activities that do not receive a positive response from students will be dropped, revised, or have alternate leadership assigned. The Program Specialist will assist Site Coordinators with planning and implementation of appropriate regular and special family events for each campus, and they will review programs for fidelity of implementation. Site coordinators serve as an academic liaison who works with campus educators and program staff to ensure alignment with school day priorities.

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6. Project Evaluation and Modification

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

Project data is reviewed on a regular, ongoing basis to evaluate program processes and progress. Center staff review individual student school attendance, program attendance, and disciplinary referrals on a weekly basis. They review 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 areas of concern. Informal "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—those with 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, each semester, and at 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 are reviewed for progress and completion status at the beginning of Quarter 3 each year.

Evaluation results are reviewed for strategic plan alignment to allow for updating with any necessary additions or changes to ensure that the program meets SMART goals. Evaluations are shared and reviewed with stakeholders, including students and families, FWISD Board of Trustees, Fort Worth City Council, Fort Worth After School (FWAS) Coordinating Board, campus administration and faculty, district administration, community partners, and potential/existing funders as a path to program sustainability. TEA's Quality Assurance Process and its quality indicators are used on a regular basis, and they are included in our training workbook and program. Project specialists and coordinators collaborate to ensure follow-through at each campus. Recommendations for project improvement are solicited, and strategic plan and program are adjusted accordingly to ensure highest rating on all quality indicators.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

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

8.1.A. Targeted academic support: Teachers self-identify but are vetted/recommended by campus leadership 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. 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, and is available to meet with teachers during their planning periods. Coordinators are also expected to meet monthly with school leadership. Targeted academic support will be offered after school by coordinating Title I funds, State Compensatory Education funds, and 21st Century program funds in all subjects where enrolled students are struggling. The 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. High-impact tutoring will be coordinated with the Chief of Curriculum's ongoing ESSER-funded efforts. Specific academic acceleration activities are recommended by each campus, based on the needs of their students. Fort Worth ISD utilizes high-quality instructional materials (HQIM) for school day and after school programs such as Eureka for kindergarten through fifth grade math and Carnegie for sixth through eighth grade math and Amplify for kindergarten through fifth grade English language arts, complemented by Lexia for reading and comprehension activities.

8.1.B Student interest-based enrichment: 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, yoga, 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. Program offerings will be reviewed and revised every six weeks based on the success of the programs as determined by student input, teacher evaluation, and consultation with campus personnel to ensure that student needs are being addressed. Classes or activities that do not receive a positive response from students will be dropped, revised, or have alternate leadership assigned. Equitable and inclusive environments are a priority for all programming, which is especially important knowing that Black, Indigenous, and People of Color (BIPOC) are the majority at most campuses. Organizations such as Maroon Nine will provide social justice discussions, creative writing, college and career readiness, 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 our partner Texas Health Resources/Blue Zones, which will provide a variety of health and wellness programming and the Social Emotional Learning program Character Strong.

8.1.C. Family engagement: The Program 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 campus family engagement specialists who work under the FWISD Parent Partnerships 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. Opportunities for students to present their work to families are offered at each campus, as well as showcases in other local venues such as libraries and community centers that allow for broad community engagement.

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8. Statutory/Program Requirements (Cont.)

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

Research-Based Best Practices: All programming follows the Project Based Learning (PBL) model and is designed to integrate school-day lessons and materials into expanded enrichment activities that connect students to the practical application of academics. FWISD has well-defined program standards and best practices for out-of-school-time based on 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. 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]. TCU College Advising Corps provide experiences for career tracks and college opportunities, especially to encourage students of color, including family workshops. 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. Rational thought and analysis of ideas as well as critical thinking and decision-making 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.

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

Fort Worth ISD district transportation services has agreed to provide appropriate transportation as needed at no cost to the 21st Century Program. Secondary schools already provide auxiliary early and late buses for tutoring and athletic programs through federal and local funds, and 21st Century students will be able to take advantage of these buses. Public transportation is not easily accessed in many of our campus areas, and even low-income families have personal vehicles for work. Especially for middle school, many families provide personal transportation for afterschool and evening activities. Donors have committed funds to provide items such as gas cards as incentives for family participation in programs and activities.

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8. Statutory/Program Requirements (Cont.)

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

Fort Worth ISD has a robust communications department that disseminates program information throughout the community through social media, the district website, and print and broadcast sources. Information will be available in multiple languages based on the needs of families for individual campuses. Additionally, 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. The program will utilize the “Remind” app for text messages and “Blackboard” for voice messages to notify students and parents about relevant events. One of the proposed high schools houses the Broadcast Journalism/Media Gold Seal Program of Choice and will produce 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. Personal invitations will be prepared and delivered directly to these selected students and their families. The FWISD afterschool program works closely with the City of Fort Worth’s Parks and Community Services Department to provide information to each of their 23 community centers. Community and faith-based organizations publish information on the program through media outlets, newsletters, and direct community contact in libraries, community centers, churches, and health centers. 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 positive 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. 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.

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

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. More than 300 individuals and organizations partnered with FWISD afterschool sites to deliver programming before the COVID-19 pandemic, and we look forward to increasing volunteer numbers next year. All Fort Worth ISD adult volunteers must pass a robust screening and background check annually. The district’s volunteer specialist ensures that training is provided to school staff and potential volunteers to reduce barriers and ensure a large volunteer base. Volunteer opportunities are shared through electronic newsletters in Spanish and English, as well as through district and school social media posts, and the volunteer specialist identifies which volunteers indicated a preference to help at certain schools or through specific programs or areas of interest.

The 21st Century focus for volunteers will also include 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 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,” Tarrant Area Food Bank distributions, and other local opportunities for community involvement

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8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

School leaders allocate their Title I and State Compensatory Education funds to support the goals, objectives, strategies, and action steps in their Campus Improvement Plans (CIP), and the principals of schools that are participating in the Effective Schools Framework and other School Improvement grants allocate the additional funds as required in their Targeted Improvement Plans. Both plans go through several reviews and are eventually approved by the FWISD Board of Education and posted to the school websites. 21st Century activities are aligned with the district goals as stated in the District Improvement Plan (DIP), which sets the goals and priorities for the CIPs. Title I funds and TCU partnerships are used for College and Career Coaches, and through 21st Century their counseling activities can extend into the afterschool 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 the additional core courses required due to prior year failed classes. Title I, Bilingual, ESSER, and State Compensatory Education (SCE) funds are allocated for tutoring throughout Fort Worth ISD. 21st Century grant funds will be braided with these other resources to expand the scope of tutoring available during 21st Century hours. Our partnership with TCU, 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. FWAS coordinates the Texas Department of Agriculture Full Dinner Meal program to provide an unlimited number of meals to all students at each campus. FWAS has a complete security plan in place, and the FWAS Director is a member of the Critical Response Team for FWISD to coordinate security plans after the school day ends. Special Education students are invited to participate as recommended by the campus, with services available as required. Health Services are in the same FWISD division with FWAS and work closely on planning and program needs, including meeting all health and safety guidelines. Each campus has a nurse who is responsible for the ongoing health needs of their students, and FWISD is implementing a tele-medicine program.

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

FWISD utilizes a variety of funding options for after school programming, in part as described 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 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. The FWISD Grants Department actively searches for federal, state, and private funding for high-quality programs, and the Grants Management and Monitoring Department gathers data to determine which programs are effective.

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. FWAS Coordinating Board has a committee focused solely on Future Funding Strategies, composed of District, City of Fort Worth, and key community leaders and will identify, propose, and secure continued funding for the program.

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 afterschool and family programming.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

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

Fort Worth ISD and Texas Health Resources Blue Zones (THR BZ) have reached an agreement to provide a variety of mental and physical health-related programs to our proposed ten 21st Century sites. THR BZ has worked consistently with Fort Worth ISD over the last seven years at various campuses 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 needs analysis which informed our 21st Century goals and objectives. 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, including:

- *Virtual yoga and meditation classes
- *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
- *Sponsor staff for Character Strong social emotional learning training 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
- *Incentives such as backpacks, water bottles and other age-appropriate items to encourage student engagement with program objectives.

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

- *FWISD and Texas Christian University (TCU) College Advising Corps can expand to afterschool programming for students and their families, as well as providing counseling services.
- *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 for each site.

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8. Statutory/Program Requirements (Cont.)

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

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

Fort Worth After School (FWAS) manages the 21st Century program to ensure that all program activities are aligned to the school day and meet the academic needs of participating students. The Site Coordinator is designated as an Academic Liaison, and is responsible for ongoing communication with all campus teachers, counselors, and leadership related to the academic needs of all enrolled 21st Century students. Student success measures are determined in consultation with school administration and individual teachers, students and families, and the 21st Century program activities are aligned to ensure success in meeting these measures. Site Coordinators review school-day and after-school attendance to ensure that students are following through on attendance goals which are key to improving academics, and review report cards and benchmark tests to follow student progress.

a. Program Priority 1, Program Integration: Title I, Bilingual, ESSER, and State Compensatory Education (SCE) funds are allocated for tutoring throughout Fort Worth ISD, and 21st Century grant funds will be braided with these other resources to expand the scope of tutoring available during 21st Century hours. As described previously, especially in secondary schools, finding time during the school day for specialized initiatives is often difficult due to the number of repeat core classes required by struggling students, so the before- and after-school hours are essential for ensuring that students receive the additional services needed.

b. Program Priority 2, Accelerated Learning: Fort Worth ISD prioritizes use of similar academic acceleration programs for during the school day and outside the school day. As described previously, HQIM products used include Lexia PowerUp, Eureka for kindergarten through fifth grade math and Carnegie for sixth through eighth grade math and Amplify for kindergarten through fifth grade English language arts. Additionally, FWISD recommends Math – Region IV Engaging Math books and Closing the Distance books; Science – STEMScopes ReTEKS for Biology and Region IV Supporting STAAR Achievement in Biology books. Literacy products used include the intervention resources of Study Sync and ThinkCERCA. Social Studies resources include Mastering the TEKS in US History Since 1877 from Jarrett Publishing and Revving Review Resources from S3 Strategies/FWISD EOC Review Materials.

The Site Coordinator will work with school day staff to integrate use of the programs in the afterschool space, including availability of previous STAAR EOC and Benchmark data to determine the TEKS elements and reporting categories that students should focus on. High Impact Tutoring takes place in somewhat different forms at each of the 10 campuses, with some campus-based programs, some outsourced to vendors such as Above & Beyond and Hey Tutor, and some blended (teacher-tutors and outside vendors). The 21st Century program will coordinate with each campus to ensure that HQIM and HIT product use at the campus are aligned with HIT provided through the 21st Century program.

For TEA Use Only:

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

9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
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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11. Request for Grant Funds

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

Payroll Costs

1.	Program Coordinator, 239 days per year	\$60,000
2.	Site Coordinators -- 10, 219 days per year	\$500,000
3.	Program Specialist -- 219 days per year	\$50,000
4.	Extra-duty personnel	\$1,060,580
5.	Benefits	\$177,592

Professional and Contracted Services

6.	Research & Evaluation	\$10,000
7.	Misc Program Contractors	\$42,000
8.		
9.		
10.		

Supplies and Materials

11.	General consumable supplies	\$10,500
12.	Computer hardware (not capitalized)	\$2,000
13.		
14.		

Other Operating Costs

15.	TEA, other trainings	\$3,000
16.	Awards/Incentives	\$1,150
17.	Food	\$1,000

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 emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

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

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