



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization Birdville ISD
Campus name [] CDN 220902 Vendor ID 1-75-600019 ESC 11 DUNS 078562550
Address 6125 East Belknap Street City Haltom City ZIP 76117 Phone 817-547-5700
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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 Jennifer Miller Title Director of Fed Email Jennifer.Miller@birdvilleschools.net

Phone 817-547-5871 Signature Jennifer Miller Digitally signed by Jennifer Miller Date: 2021.01.21 08:48:23 -06'00' Date 01/21/2021

Grant Writer Name Jennifer Miller Signature Jennifer Miller Digitally signed by Jennifer Miller Date: 2021.01.21 12:09:11 -06'00' Date 01/21/2021

[x] 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
Student Academic Support: Homework assistance, academic skills development, tutorial help in reading and math; career and college readiness focus in engagement activities	Target at-risk students for recruitment; provide core content curriculum training to staff; deliver math/reading instruction aligned with school day curriculum; differentiate instruction; provide homework assistance before and after school and virtually for remote learners; integrate college and career readiness in enrichment activities; provide literacy-focused family events monthly.
Parent Engagement, Education, & Support: Adult Education, college and career awareness, college financial aid, family literacy programs, and parent involvement and activities	Deploy a Family Engagement Specialist to centers to build parent participation and capacity; offer monthly evening events focusing on family needs, such as accessing financial resources, overcoming virtual learning challenges, enhancing parenting skills, addressing social emotional and safety issues.
Student Psychosocial Development and Safety: Behavior management program, social skills and character development, anti-bullying education	Implement a center safety plan; implement center behavior management plan; integrate Sanford Harmony social-emotional learning program into the afterschool curriculum; provide student leadership classes to promote character development; offer parent/child workshops to address topics relevant to psychosocial and safety issues.

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.

During the 2021-2022 school year, regular student attendees (attending 45 days or more) in Grades K-5 will improve their academic grades in reading/language arts (RLA) and mathematics by an average of at least one percentage point above the prior year’s grades, based on yearly averages calculated across all six-weeks marking periods. By the end of the 2021-2022 spring term, at least 80% of enrolled students will have attended a minimum of 45 days of programming, as determined by Texas 21st attendance data. By the end of the 2021-2022 school year, the program will increase parent participation so that at least 500 parents attend one or more family events.

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

Identify and recruit students based on Reading and Math Tiers.
 Identify students who struggle with attendance and students who are in need of behavior improvement.
 Recruit qualified teachers and provide academic training (Canvas, lesson planning, Scholastic ELAR program).
 Provide Family Engagement Specialist training on how to engage families and create a home school connection with measurable outcomes (i.e. monthly family events).
 Survey students and parents on high interest classes and needs families would like to see from the Family Engagement Specialists.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Gather data from Student Information System(SIS) including grades and attendance and analyze. Identify students who are regressing or failing and create individualized plans for failing students.
 Enroll students in high-interest classes as a means to improve attendance. Develop and implement plan for chronic absenteeism.
 Continue curriculum training with ACE teachers. Provide coaching sessions with staff based on walk-through observations.
 Modify family nights as needed based on parent and community feedback.
 Use Campus and Community Advisory Committees feedback to make changes to the program as needed.

Third-Quarter Benchmark

Analyze student data to identify students that have not met end of the year academic goals.
 Continue to provide intervention with students toward target goals and make modifications as needed.
 Survey families, students and community partners on effectiveness and improvements of the program and share results with stakeholders.

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.

Data will be gathered from a variety of program and district-level resources. Quantitative data is gathered through report card grades, STAAR scores, the Texas Academic Performance Report (TAPR), Response to Intervention (RTI), the TX21st system, and the district’s SIS reporting system. Qualitative data is gathered through focus groups, surveys, and regular program monitoring. BIRD ACE Site Coordinators conduct informal program monitoring daily, with an expectation of five formal, documented observations per program week. The Project Director conducts daily walk-throughs of program sites, rotating through them to ensure consistent levels of visitation. BIRD ACE Site Coordinators are expected to enter attendance data into the TX21st system on a daily basis, allowing for real-time reporting and data analysis. The Project Director monitors data entry in the TX21st system to ensure that programs are up-to-date on their data input. The Project Director also gathers program- and site-level data to share with program stakeholders for the purpose of transparency and program improvement. Gathered program data is used to create the campus and grantee logic models, which are an important piece of the Plan-Do-Study-Act (PDSA) process for Birdville ISD ACE. The Independent Evaluator will gather and analyze data from several sources, including stakeholder surveys of students, families, school day staff and administrators, BIRD ACE staff, interviews with Site Coordinators and Project Directors, announced site visits, focus group interviews with student participants, demographic, attendance, discipline and grade data provided by the district.
 The data collected is all used in the planning process. By gathering information from a variety of resources, the program staff can closely monitor progress that is made and use this data to plan for future improvements. The Campus Advisory Committee and the Community Advisory committee will also continuously provide feedback on the data, make adjustments to the program and provide support for sustainability. Campuses will be able to sustain the program through enhancing their teacher operated volunteer based programs rooted from the relationships built with campus staff. The program will continue to enhance win-win partnerships and start early in order to develop diversified funding streams.

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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.

Birdville ISD conducted an assessment in preparation for the Cycle 11 RFA. Specific campus needs and Campus Improvement Plan goals were reviewed in terms of how they could be addressed through the 21st CCLC ACE program. Feedback from the community such as parent letters of support were encouraged. District leadership reviewed the proposed campuses. The schools selected for inclusion on the grant application showed high need in the areas of academic support and enrichment, as well as character development and social-emotional growth. Five of the campuses are on the TEA Targeted Improvement Plans list. There are 11,822 at-risk students in Birdville ISD. Over 52% of Birdville ISD students are at-risk. Some examples of demonstrated need included character development, an opportunity to develop passions and talents beyond the core curriculum, advancing student achievement, providing different learning experiences, increased daily attendance rate, increased parent engagement, and building community relationships.

As part of ongoing project continuous improvement processes, data was collected from stakeholders regarding their perceptions of program quality, delivery of services, and ways the program may be improved. Site coordinators distributed survey links to appropriate groups of stakeholders. Targeted recipients included teachers, administrators, students, parents, and community members at large. Stakeholder feedback is important to program improvement processes as they provide additional data regarding the perceived strengths and areas in need of improvement.

These results demonstrate that BISD staff members, students, parents, and community members place great value in extended learning opportunities. Additional survey questions included specific ways the ACE program should address the areas of academic assistance, enrichment, parent engagement, and college/workforce readiness. Results from these surveys were compiled, analyzed, and used to complete the RFA, as well as design the proposed program. Survey results indicate that the needs expressed by the school stakeholders are in alignment with the 21st CCLC program and the Campus and District Improvement Plans. It is estimated that over 1,200 students will meet the need-based criteria to enroll.

According to survey results, there is a need for:
 College/Workforce Readiness: college and workforce awareness related field trips
 Academic: homework assistance, academic skills development, academic student clubs, and educational field trips
 Enrichment: arts and crafts, character building, and community service projects
 Parent/Adult Education: college financial aid, family literacy programs, and financial education

Each campus will recruit students most in need. Assessment and recruiting will occur all-year. School administration will give the Site Coordinator a list of students on RTI Tier 2 and 3 at start of the school year. All those students will be contacted via phone and flyers to enroll in ACE. In addition, Site Coordinators will contact teachers and provide the ACE student referral form so they can make recommendations for students in need to join ACE. Family outreach will be provided in both Spanish and English at monthly events, including summer program offerings. Campuses will meet the needs of working families by providing family events, parent education, extended day programming and summer programming.

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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.

Performance activities: Students who are at risk of failure will be placed in ACE to provide learning opportunities that do not fit the mold of the school day. Students will benefit from the program's innovative class selections that incorporate academic skills and content in engaging ways. There are 11,822 at-risk students in Birdville ISD. This is 52% of students and ACE can help meet their needs. ACE will also greatly impact the five campuses identified as Targeted Improvement schools: W.T. Francisco ES, Binion ES, Cheney Hills ES, Watauga ES, and Hardeman ES.

Attendance: Students look forward to ACE classes that are not only derived from district-driven needs but also student voice and choice activities. Students will choose classes that interest them, particularly for enrichment, where students have the largest impact on the schedule of activities. Their opinions are solicited and valued, and the diverse class offerings reflect this. Teachers take that passion and incorporate academic content, bringing real-world value to the core subject areas. This excitement for learning, combined with ongoing projects students do not want to miss, lead to a proven increase in the attendance rates of BISD ACE students. Evaluations of the extended-day program consistently found that students with high levels of attendance in the program saw strong results, where students participating for 60 days or more had a 19% lower school-day absence rate than students who did not participate in the program.(American Institutes for Research 2016). The attendance SMART goal is that 80% of ACE students who had less than 90% attendance the previous year will improve overall attendance.

Discipline: ACE students demonstrate improvements in discipline infractions due, in part, to the relationships created by the grant staff. Site Coordinators are extremely knowledgeable about the needs of students and their families as a result of the culture built in the extended-day programs. Parents are welcomed and encouraged to be involved, which is difficult for the traditional school day setting to produce. This familiarity with the students and their families results in the Site Coordinator serving as a resource for the school staff when a student starts to display undesirable behaviors during the day. The relationships built through ACE have a positive impact on discipline referrals. The positive impact the extended-day program has on discipline is supported through Durlak's meta-analysis of such programs, in which positive and significant effects were found for positive social behaviors, reduction in problem behaviors (Durlak 2011). The discipline SMART goal is that 80% of ACE students will experience a decrease in in-school suspensions compared to previous year.

Academic Achievement: ACE is an intervention strategy for struggling learners and students who were at risk of retention have improved academically and be promoted to next grade. Students receive extra support, extended learning time & opportunities to help them stay on grade level and improve their grades. Between the targeted interventions and relationships built in ACE, BISD participants have demonstrated success. BISD ACE staff members have a talent for connecting with at-risk students. The Academic Achievement SMART goal is that 80% of ACE 4th & 5th grade students will increase scores on Math and Reading/Language Arts state assessment scores.

Student Engagement: By creating a safe environment for the students within the ACE program, the extended-day program is a major contributor to improving student attendance and increasing student engagement in learning. Additionally, career competencies can be built through focused clubs that take place outside of the school day, such as video production, drone club, and financial literacy. With several local colleges and universities in the area, as well as the Birdville Center for Technology and Advanced Learning, students have a rich assortment of settings for extended learning opportunities that directly impact their futures. The student engagement SMART goal is that 80% of ACE students demonstrate an improvement in teacher-reported engagement in learning.

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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.

Birdville ISD ACE will offer activities that fall into the four categories supported by this grant: academic, enrichment, parent and family, and college and workforce readiness.

Academic activities support school day instruction of core subject matter. Examples of academic activities include STEAM Extreme, Reader's Theatre, MindWorks and the utilization of a program-wide reading and vocabulary curriculum. This curriculum was developed in consultation with the district's elementary English/Language Arts/Reading Coordinator as well as the district's Federal and State Programs Director, who is responsible for the BIRD's RTI program. Enrichment activities provide experiential learning opportunities that support core academic subjects as well as health, fine arts, and social-emotional learning. Examples of enrichment activities include MakerSpace, NASA Club, and drone coding. Parent and family programming features family learning opportunities with significant emphasis placed on literacy. Examples of parent and family programs include family literacy nights, parenting classes, and financial literacy classes for adults. College and workforce readiness is a major focus and activities allow for exploration of and exposure to postsecondary education opportunities and career fields. Examples of post-secondary and workforce readiness activities include College and Career Club, field trips, and dedicated college and career days.

Birdville ISD ACE uses a structured eligibility checklist to recruit and enroll participants based on campus input and needs. Students on RTI tiers II and III receive top priority in the program, as they have a demonstrated need for support. There are significant percentages of students on Tiers II and III in both Reading and Math at schools included in this application. The ISIP (elementary reading) and STAR (elementary math) are reviewed as is tier level. In addition campus input is gathered. This is done throughout the school year.

Students on these tiers are in danger of failing one or more classes and have been identified as being in need of targeted interventions. In order for RTI to be successful, "the most critical element in the RTI framework is setting a clear vision and gaining the full commitment of the school leadership" (American Institutes for Research, 2017). Students with demonstrated behavior needs also qualify for the program. Additionally, students with other needs may be referred by school staff or parents. Student participant selection is coordinated by the campus Site Coordinator in consultation with the campus counselor, diagnostician, administrative team, coordinators, interventionists, and through parent input, when applicable. Students in need of support services benefit from ACE's structured programming approach, where consistent academic and enrichment opportunities are offered daily. Birdville ISD ACE is a valuable resource for its campuses. ACE plays a vital role in the campus's efforts to reach students in ways the traditional classroom cannot, due to the time and staffing constraints they face. Out-of-school-time provides opportunities for instruction and learning to happen in ways that aren't necessarily taught during the school day, which is ideal for struggling learners. An educational best practice is to vary learning experiences so that students of all learning styles will have sufficient opportunities to internalize content (MIT, 2018). By implementing highly engaging techniques such as hands-on, project-based learning, we will be able to improve these struggling students' academic achievement, thus positively impacting the achievement of the campus as a whole. Student engagement will be measured by walk-throughs & surveys given to all stakeholders. Monthly meetings will occur between principal, Site Coordinator, Project Director, and other school staff to review progress of ACE program and to make sure that ACE programs coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. The campus principal and Project Director will help provide oversight over the ACE activities. Student engagement in the program activities will be measured by frequent walk-throughs conducted by ACE staff. In addition, surveys will be given to ACE students multiple times during the year to measure student engagement. This data will be reviewed during Principal/Site Coordinator/Project Director meetings. Project Directors will conduct frequent walk-throughs to provide additional oversight.

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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

Birdville ISD ACE has established a partnership with the Community Enrichment Center (CEC). The CEC has partnered with BISD for a number of years, but involvement was limited to services provided on site at the CEC rather than in the schools. Another barrier has been a lack of knowledge of the CEC's resources by district staff as well as BISD families. Over the past several years, the relationship between the two entities has strengthened and new ideas for serving the BISD community have surfaced. Through this formal partnership, the Community Enrichment Center will serve BISD ACE by providing the following resources during the grant and beyond:

- Food: With over half of BISD families qualifying for free or reduced lunch (and at an even higher rate in the BISD ACE community), food is a basic need for many students. The CEC hosts one of the largest food pantries in the county and serves as a distribution point for the Tarrant Area Food Bank. Additionally, the CEC has gathered a resource network of area churches to provide weekend food backpacks, food drives, and other food-related service opportunities that can benefit ACE families. BISD also partners with City Square Food by providing meal services.
- Adult literacy and GED preparation classes: While the district does offer Adult Education and Literacy classes through a Texas Workforce Commission grant, adult learners are required to attend classes daily due to the requirements of that grant. This is difficult for working parents, so the need for a more flexible class has been demonstrated through our needs assessment process. The CEC offers classes at a different pace, allowing parents to have another choice for their own education needs.
- Job readiness and employment search assistance: The CEC has trained staff who can meet with ACE parents and assist them with their job search. This is not a service available through other district means.
- Housing assistance: The CEC can offer emergency housing assistance and other resources to families who need a secure a safe place to stay. A goal of this partnership is to build on this awareness of the CEC's programs by connecting their resources with ACE program families facing difficult housing situations that may not be as visible.
- Assistance for homeless students: The CEC provides referrals and contact information for homeless students and families. They also secure funds to provide gas station cards to allow students and parents to get to work in emergency situations.
- Promoting reading to students with after school volunteers/parents: Birdville ISD has a district-wide literacy campaign. With heightened awareness for the importance of reading levels, literacy skills, and the detrimental impact of falling behind, the CEC can share its wide network of volunteers to get involved with the ACE program through targeted reading support strategies such as guest readers and "reading buddies."
- REFRESH back to school supply and family resource connections: The CEC is the main sponsor and for the Refresh BISD back to school resource fair. Refresh connects community and church groups with the district, widening the net of resources available to the ACE campuses.

Developing and strengthening relationships with the CEC and other community organizations will help increase sustainability of the program.

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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.

BISD ACE will implement a model of student programming that features a combination of academic assistance and enrichment activities, with an emphasis on post-secondary and workforce preparation. Academics and enrichment are not mutually exclusive, and both research and past 21st CCLC experiences have shown that instruction and learning are more meaningful when the two elements are blended into hands-on, innovative, real-world experiences (Horseley-Adams 2019). BISD ACE requires hands-on learning activities, and traditional methods such as the use of worksheets, consistent teacher lecturing, and seat work are not utilized in the program. It is our belief that more of the same activities produce more of the same results. If we wish to see our students excel and leave behind their at-risk designations, we must provide them with learning opportunities that are different than those offered during the traditional school day. The BISD ACE program activities are aligned with the scope and sequence of the school day instruction, though the instructional methods should be different in an effort to supplement, rather than supplant, existing school services and instruction. Campus Site Coordinators will work closely with school day staff such as teachers, counselors, administrators, and content specialists to ensure compatibility and alignment with school day instructional goals. In alignment with BISD's "Portrait of a Graduate," an overarching theme of equipping our students with the 21st century skills they will need in an ever-evolving, highly competitive job market will be incorporated into programming. A focus on positive youth development is part of this approach. This will be accomplished by guided lessons at the Birdville Center for Advanced Learning and Technology, guest speakers who are experts in their fields, and hands-on learning through activities such as coding, engineering, and career exploration. Students will be exposed to colleges and universities through project-based research, experiential learning trips, and guest speakers.

Birdville ISD's 21st CCLC program sites will provide a combination of academic, enrichment, college/workforce readiness, and parent activities through its before-school, after-school, and summer programs.

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 majority of Birdville ISD ACE students are transported by a family member. There is an anticipated need for bus transportation on three proposed Cycle 11 campuses: Cheney Hills Elementary, Academy at Carrie F. Thomas, and John D. Spicer Elementary. This is reflected in the proposed budget. Several large apartment complexes feed into these schools. Many of the potential program participants will come from current ACE elementary campuses, where bus transportation was indicated as a high need, as it is again through the preliminary needs assessment.

All BISD ACE participants are required to complete registration forms, with parents issuing consent for not only their child's participation but also their preferred method of transportation and the adults allowed to pick up the child. Using the standardized attendance form from the TX21st system, ACE instructors note the method of transportation used by the student at the close of the program day. A master list of students and their acceptable transportation methods is included in the binder carried by each program instructor.

Birdville ISD ACE follows the same dismissal procedures that are used during the school-day. The campuses use pre-printed, color-coded identification signs, either held by the parent or displayed in the front window of the vehicle in the pick-up line. This is a popular practice in BISD for school day dismissal and is familiar to most BISD ACE families. If a card is forgotten, the adult must show identification to pick up the student, and this ID will be verified against the registration form by either the Site Coordinator or his/her designee. Parents and guardians are informed of BISD ACE transportation and dismissal procedures through the Parent Handbook.

Student safety is the first priority in Birdville ISD and the ACE program.

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9. Statutory/Program Requirements (Cont.)

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

- The Birdville ISD ACE Facebook page: <https://www.facebook.com/bisdaspire> is very actively used by our ACE Family Engagement Specialists to communicate information about the ACE program and coming events. It is a great way to communicate all the wonderful things that the ACE program and ACE students are doing.
- The Birdville ISD ACE website: A website dedicated to the program can be found on www.birdvilleschools.net. Information on this page includes a program overview as well as information about each ACE location, including direct links to the campus ACE pages within the framework of the larger campus pages.
- Partnerships with cities within BISD: Birdville ACE staff members work closely with city officials in their campus communities. City-wide resources such as notes in the water bill, advertisements on city electronic billboards, and information disseminated in the city newsletter or magazine are available to BISD ACE staff.
- Phone calls and texts: Each BISD ACE program is set up with a distribution list specific to program participants through the district's Remind service. Additionally, personalized phone calls are made by both the campus Site Coordinators and the Family Engagement Specialist.
- Family events calendar: The program's Family Engagement Specialist compiles a monthly calendar of events that includes information about upcoming family and adult programs on all BISD ACE campuses.
- Monthly newsletter: The program's Family Engagement Specialist creates a monthly newsletter that is sent to district and community leaders. This newsletter features ACE schools and contains many photographs along with highlights and success stories that occurred during that month.
- Collaboration with district and campus-level PTA programs: Birdville ISD ACE campuses have the opportunity to partner with the PTA (and other school programs) to create combined family program events. Messages can be shared at these combined meetings as well as through each entity's social media outlets.

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.

Birdville ISD ACE works closely with other district programs to ensure alignment with teaching and learning. BISD grant-funded programs work together to provide services for each program's stakeholders. Birdville ISD currently receives funding through the Texas Workforce Commission for the Adult Education and Literacy grant. Services provided through grant funding include GED/HSE preparation, English as a Second Language, Civics, and Integrated Education and Training (assisting high-ESL students with obtaining job-related certifications), and transitions classes for students ready to move to the community college setting. There is potential for collaboration and expansion of services to meet the needs of the parents of ACE participants. This discretionary grant is funded at approximately \$373,000 per year. Birdville ISD is also the recipient of Cycle 10 of the 21st Century Community Learning Centers grant. When new discretionary grant Requests for Application are analyzed and deemed appropriate for the district, Birdville ISD competes for these new grant funding opportunities. Birdville ISD ACE is specifically named in its centers' Campus Improvement Plans and supports several district-wide goals listed in the District Improvement Plan.

Locally, BISD's ACE program falls under the supervision of Federal and State Programs. This department oversees such programs as Title I, II, and IV. Collaboration occurs often. In previous cycles of 21st CCLC, there have been opportunities to split fund purchases through the combined budgets of Title 1 and 21st CCLC, most notably for purchases such as technology and leveled libraries. With the combined purchasing power, more resources can be purchased and utilized by both the school day & extended-day programs. ACE staff also work closely with the Title III program serving many ESL students. BISD is careful to supplement rather than supplant. Additionally, the ACE program has a standing agreement with the Homeless liaison to grant priority placement for any homeless student.

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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.

Partnerships are crucial to the sustainability of an extended-day program. Birdville ISD ACE has developed many mutually productive partnerships through previous grants, with willing partners who are ready to expand their services to a new cycle of schools. Partners are invited to join BISD ACE's Community Advisory Council at the grantee and site level. In addition to these community partners, the Community Advisory Council and Campus Advisory Committees are made up of district & campus administrators, grant staff members, teachers, parents, and students. With a wide net of resources through the personal network of each member, program needs are communicated beginning with the introductory meetings at the beginning of the first grant year.

It is important to reach out to the immediate community to conduct a needs assessment for a potentially sustained program. The logic model created and updated throughout the life of the grant cycle is instrumental in analyzing and communicating needs.

BISD ACE will be positioned to sustain programming in terms of purchased supplies and curriculum. Grant-purchased items are left with the individual campuses at the conclusion of the grant cycle for the purpose of sustaining the program. District-provided trainings such as Continuous Improvement help to refine the program over the grant period so it is in peak condition when the need for sustainability arises, increasing the likelihood that it is a program that the campus sees the value in continuing after the benefits afforded by grant funds. Evaluation efforts, both local and external, also refine and guide decision making within the program, ensuring a program that excels by the end of the grant period.

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)

Birdville ACE campuses will identify areas of need in which volunteers can assist and then will encourage qualified volunteers to be a support for the program where appropriate. Volunteers can be used to assist ACE students and staff in a variety of approved manners. An example would be assisting on a field trip or reading with a student.

Birdville ISD ACE will use volunteers and will follow the Birdville ISD policies and procedures to use appropriately qualified persons to serve as volunteers. ACE volunteers will go through a criminal background check to ensure student safety.

Birdville has an outstanding Partners in Education (PIE) program which can help identify potential volunteers. The district considers its volunteers and mentors a valuable resource. Volunteers and mentors shall not be used to displace, diminish, or replace the position or functions of Birdville staff members.

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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.

BISD ACE will collaborate with other district programs to identify, recruit, and retain students who are at risk and in need of supplemental education in the out of school setting. Through the BISD ACE program at least 1,200 students and 500 parents are expected to be served. Factors reviewed include percentages of economically disadvantaged students to ensure the families most in need will receive services. In addition, data from campus and district administrators, PEIMS, and TAPR reports regarding the at – risk percentages for each campus are reviewed to identify students for enrollment in Birdville ISD ACE program. There are 11,822 at-risk students in Birdville ISD. 52% of Birdville ISD students are at-risk and would greatly benefit from support from ACE.

Birdville ISD ACE will primarily target Tier II and Tier III students for academic enrichment who attend schools eligible for school-wide programs. We will recruit students year-round who are at risk of low academic performance due to missing school and students who are at risk of low academic performance or have high numbers of behavior referrals. We will provide targeted activities that support the students at risk of failing core subjects in addition to providing college and workforce opportunities that expose students to real world applications.

All ACE participants will complete registration forms, with parents issuing consent for their children to participate. Based on their registration forms, students will be entered into the TX 21st system and assigned to daily classes, providing program staff with standardized attendance rosters to use to sign students into the program, as well as each activity.

Fall and Spring SMART Goals: Birdville ISD ACE K-5 students will improve student school day attendance by a percentage point from previous year. Summer SMART Goal: 75% of ACE students will participate in summer programming for at least 80% of days.

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.

Each BISD ACE center will operate a minimum of 16.33 hours per week, 5 days a week during the school year and a minimum of 24 hours per week, four days per week in the summer. There will be 36 total weeks of programming throughout the year. The needs assessments informed this choice. During the life of the program, needs assessments and surveys will be conducted multiple times each year to assess the specific needs of the community. These include the needs of working families (program hours and days offered, types of activities offered, transportation issues), as well as the activities that are needed based upon student data. The combination of school day data, the campus improvement plan, and the campus needs assessment will be combined to create a cohesive plan for the program. Before school: Centers will open at 7:00a.m. and operate until 8:10a.m. Monday through Friday. Before school day activities will occur five days per week. Before school activities will include homework help, tutoring, computer lab, recreation/physical activities, and literacy and math activities. After school: Centers will operate after school programming from 3:25p.m. until 5:45p.m. Monday through Thursday and 3:25p.m. until 4:25p.m. on Friday. After school activities will include homework assistance, tutoring; academic enrichment activities such as creative writing, for the program. Needs assessments indicated those needs. Summer: Centers will operate summer programming from 8:00a.m. until 2:00p.m four days per week for five weeks. Summer activities will reinforce school year objectives and combat summer learning loss by extending the school year through hands-on, creative programming. Summer programs will establish a learning theme and will include activities found in four component activity guide (academic, enrichment, college/workforce, and parent). Parent: Adult programs will occur at least once per month at each center, based on parent interests and needs. Literacy will be emphasized, and activities that lead to increased parent and child literacy to meet the specific needs of the campus and community. Events such as Family Literacy, Family Nights and adult ESL classes may be offered. The plan will result in helping us meet measures of effectiveness and student service targets as it will be constantly assessed.

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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" value="Students"/>	Barrier	<input type="text" value="High Mobility Rates"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Absenteeism/Truancy"/>
Group	<input type="text" value="Students, Teachers, Other"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>
Group	<input type="text" value="Students and Teachers"/>	Barrier	<input type="text" value="Disabilities or Constraints"/>

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.	Required program management (Project director and Family engagement specialist)	\$116,000
2.	10 Site Coordinators	\$500,000
3.	Staff extra duty pay and benefits	\$750,047
4.	Admin Assistant and Grant Accountant *Direct costs	\$32,495
5.		

Professional and Contracted Services

6.	Required Independent Evaluator *Direct costs	\$20,000
7.	Family Engagement	\$2,500
8.	Social-Emotional Learning/Mentoring	\$2,500
9.		
10.		

Supplies and Materials

11.	Allowable supplies	\$25,000
12.	After school transportation and travel costs to conference	\$12,000
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID: 220902

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	220902107	Smithfield Elementary 8001 Northeast Parkway North Richland Hills, TX 76182 817.547.2100	1	K-5th	120	50
2	220902113	Watauga Elementary 5937 Whitley Road Watauga, TX 76148 817.581.5413	1	K-5th	120	50
3	220902116	Academy at CF Thomas 8200 O'Brian Way North Richland Hills, 76180 817.547.3000	1	K-5th	120	50
4	220902104	Jack C Binion Elementary 7400 Glenview Dr. Richland Hills, 76118 817.547.1800	1	K-5th	120	50
5	220902101	Birdville Elementary 3111 Carson Street Haltom City, 76117 817.547.1500	1	K-5th	120	50
6	220902111	West Birdville Elementary 3001 Layton Avenue Haltom City, 76117 817.547.2500	1	K-5th	120	50
7	220902109	Cheney Hills Elementary 3001 Dreeban Drive Haltom City, 76118 817.547.5700	1	K-5th	120	50
8	220902103	WT Francisco Elementary 3701 Layton Avenue Haltom City, 76117 817.547.1700	1	K-5th	120	50
9	220902119	John D Spicer Elementary 4300 Estes Park Road Haltom City, 76117 817.547.3300	1	K-5th	120	50
10	220902114	Grace E Hardeman Elementary 6100 Whispering Lane Watauga, TX 76148 817.547.2800	1	K-5th	120	50

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	220902107	Smithfield Elementary 8001 Northeast Parkway North Richland Hills, TX 76182						K-5th	120	50			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/18/21			12/10/21			15			
Spring Term				1/5/22			5/6/22			16			
Summer Term				6/6/22			7/14/22			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Tuesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Wednesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Thursday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Friday	7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25					
Saturday													
Sunday													
Total Hours Per Week:	16.33				16.33				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022)											
Parent/Legal Guardian Activities		Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed											

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	220902113	Watauga Elementary 5937 Whitley Road Watauga, TX 76148						K-5th	120	50			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/18/21			12/10/21			15			
Spring Term				1/5/22			5/6/22			16			
Summer Term				6/6/22			7/14/22			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Tuesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Wednesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Thursday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Friday	7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25					
Saturday													
Sunday													
Total Hours Per Week:	16.33				16.33				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022) Spring ACE Showcase Event											
Parent/Legal Guardian Activities		Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed											

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	220902116	Academy at CF Thomas 8200 O'Brian Way North Richland Hills, 76180						K-5th	120	50			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/18/21				12/10/21				15	
Spring Term				1/5/22				5/6/22				16	
Summer Term				6/6/22				7/14/22				5	
Total number of weeks:												36	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Tuesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Wednesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Thursday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Friday	7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25					
Saturday													
Sunday													
Total Hours Per Week:	16.33				16.33				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022)													
Parent/Legal Guardian Activities													
Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed													

Texas ACE Center Operations Schedule (one per center)								Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>															
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	220902104	Jack C Binion Elementary 7400 Glenview Dr. Richland Hills, 76118						K-5th	120	50					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				8/18/21				12/10/21				15			
Spring Term				1/5/22				5/6/22				16			
Summer Term				6/6/22				7/14/22				5			
Total number of weeks:												36			
Center Schedule															
Day of the Week		Fall Term				Spring Term				Summer Term					
		AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End		
Monday		7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00			
Tuesday		7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00			
Wednesday		7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00			
Thursday		7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00			
Friday		7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25						
Saturday															
Sunday															
Total Hours Per Week:		16.33				16.33				24					
Adjunct Sites, If applicable (site name and full address)															
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022)													
Parent/Legal Guardian Activities		Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed													

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	220902101	Birdville Elementary 3111 Carson Street Haltom City, 76117					K-5th	120	50				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/18/21			12/10/21			15			
Spring Term				1/5/22			5/6/22			16			
Summer Term				6/6/22			7/14/22			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Tuesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Wednesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Thursday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Friday	7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25					
Saturday													
Sunday													
Total Hours Per Week:	16.33				16.33				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022)											
Parent/Legal Guardian Activities		Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed											

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 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	220902111	West Birdville Elementary 3001 Layton Avenue Haltom City, 76117					K-5th	120	50				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/18/21			12/10/21			15			
Spring Term				1/5/22			5/6/22			16			
Summer Term				6/6/22			7/14/22			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Tuesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Wednesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Thursday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Friday	7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25					
Saturday													
Sunday													
Total Hours Per Week:	16.33				16.33				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022)											
Parent/Legal Guardian Activities		Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed											

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	220902109	Cheney Hills Elementary 3001 Dreeban Drive Haltom City, 76118					K-5th	120	50				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/18/21			12/10/21			15			
Spring Term				1/5/22			5/6/22			16			
Summer Term				6/6/22			7/14/22			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Tuesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Wednesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Thursday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Friday	7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25					
Saturday													
Sunday													
Total Hours Per Week:	16.33				16.33				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022)											
Parent/Legal Guardian Activities		Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed											

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	220902103	WT Francisco Elementary 3701 Layton Avenue Haltom City, 76117					K-5th	120	50				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/18/21			12/10/21			15			
Spring Term				1/5/22			5/6/22			16			
Summer Term				6/6/22			7/14/22			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Tuesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Wednesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Thursday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Friday	7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25					
Saturday													
Sunday													
Total Hours Per Week:	16.33				16.33				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022)											
Parent/Legal Guardian Activities		Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed											

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	220902119	John D Spicer Elementary 4300 Estes Park Road Haltom City, 76117					K-5th	120	50				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/18/21			12/10/21			15			
Spring Term				1/5/22			5/6/22			16			
Summer Term				6/6/22			7/14/22			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Tuesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Wednesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Thursday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Friday	7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25					
Saturday													
Sunday													
Total Hours Per Week:	16.33				16.33				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022)											
Parent/Legal Guardian Activities		Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	220902114	Grace E Hardeman Elementary 6100 Whispering Lane Watauga, TX 76148					K-5th	120	50				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			8/18/21			12/10/21			15				
Spring Term			1/5/22			5/6/22			16				
Summer Term			6/6/22			7/14/22			5				
Total number of weeks:									36				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Tuesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Wednesday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Thursday	7:00	8:10	3:25	5:45	7:00	8:10	3:25	5:45	8:00		2:00		
Friday	7:00	8:10	3:25	4:25	7:00	8:10	3:25	4:25					
Saturday													
Sunday													
Total Hours Per Week:	16.33				16.33				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Five Week ACE Soccer League held on Saturdays (Fall 2021) Five Week ACE Basketball League held on Saturdays (Spring 2022)											
Parent/Legal Guardian Activities		Monthly Parent Event Spring ACE Showcase Event Additional Activities as Needed											

Memorandum of Agreement

This agreement is entered effective August 1, 2021, through July 31, 2022 between Birdville Independent School District School and Community Enrichment Center. The agreement is effective only upon notification of the grant award by the Texas Education Agency for Cycle 11 of the Texas 21st Century Community Learning Centers Grant Program.

BISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and Community Enrichment Center will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

BISD, 21st CCLC Staff agree to:

- Implement and administer the Texas ACE Program within the guidelines set forth by The Texas Education Agency.
- Provide ongoing communication and oversight regarding program quality.
- Prepare performance reports for TEA and provide data to campus administration for evaluation and feedback.

Adult Education and Literacy agrees to:

- Support the Texas ACE Program.
- Provide one staff member to participate on the Community Advisory Committee.
- Provide resources for participating families in areas served by Community Enrichment Center.

This agreement can be voided by either party with a 30-day written agreement.

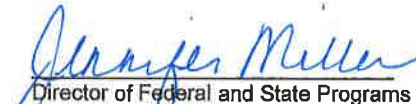
As indicated by our signatures, we agree to follow the guidelines of this grant as set by The Texas Education Agency.



Community Enrichment Center

1/15/2021

Date



Director of Federal and State Programs

1-15-21

Date

Memorandum of Agreement

This agreement is entered effective August 1, 2021, through July 31, 2022 between Birdville Independent School District School and Adult Education and Literacy. The agreement is effective only upon notification of the grant award by the Texas Education Agency for Cycle 11 of the Texas 21st Century Community Learning Centers Grant Program.

BISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and Adult Education and Literacy will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

BISD, 21st CCLC Staff agree to:

Implement and administer the Texas ACE Program within the guidelines set forth by The Texas Education Agency.
Provide ongoing communication and oversight regarding program quality.
Prepare performance reports for TEA and provide data to campus administration for evaluation and feedback.

Adult Education and Literacy agrees to:

Support the Texas ACE Program.
Provide one staff member to participate on the Community Advisory Committee.
Provide resources for participating families in areas of adult literacy and ESL.

This agreement can be voided by either party with a 30-day written agreement.

As indicated by our signatures, we agree to follow the guidelines of this grant as set by The Texas Education Agency.



Adult Education and Literacy Grant

01.15.2021

Date



Director of Federal and State Programs

1-15-2021

Date

Memorandum of Understanding

Between

CitySquare Food

And

**2020-2021 Child and Adult Care Food Program
Organization**

[ND1][ND2]

This Memorandum of Understanding (MOU) defines the relationship and responsibilities of the **CitySquare Food and Organization** Birdville ISD operating **Site(s)** _____ regarding to their collaboration on the **Child and Adult Care Food Program(CACFP)**.

CitySquare Food receives funding from the **Texas Department of Agriculture (TDA)** and **United States Department of Agriculture (USDA)** to provide nutritious meals to children 1-18 years old during the school year. Meal service is provided at no cost to the site or the children participating. Before receiving meals, sites must be determined eligible and approved by TDA. Any child 1-18 may receive a free meal at the site (Note: some circumstances may require sites to limit service to enrolled children). CACFP meal service will operate during the school year from October 1-September 31.

By signing below, ALL site personnel understand and agree to the following:

Responsibilities of CitySquare:

- Manages the relationship with TDA including, but not limited to, submitting site applications, site changes, other required documentation and compliance.
- Contracts a food service management company (the Vendor) to deliver meals to sites daily or per agreed upon delivery schedule. All meals meet USDA meal requirements and are prepared in a certified kitchen. CitySquare manages the Vendor relationship including, but not limited to, compliance related to menu approval, delivery schedules & timeliness and quality assurance.
- Supports and monitors sites through site visits, open communication, and technical assistance. Site visits may be conducted by CitySquare, TDA, USDA, or Health Department personnel at any time with or without notice.
- Ensures that all sites are in compliance with TDA regulations regarding food safety, meal service, documentation of meals served and other required reporting.

Responsibilities of Organization and Site(s):

- All site supervisors will attend pre-operational training prior to starting meal service. The training is conducted by CitySquare and covers all TDA regulations.
- All TDA and USDA rules governing the CACFP must be followed at all times.
- Trained staff will maintain and report daily information to CitySquare including delivery receipts and meal counts using electronic reporting system (backup: paper forms). Failure to report meal counts may result in suspension of deliveries until reporting requirements are completed. CitySquare reserves the right to invoice Site for the cost of any meals that are not properly documented or noncompliance by organization/individual site. Site agrees to pay such invoice within 7 days.
- Site staff will monitor daily food usage and orders to maintain food waste below 2%
- Sites that serve less than 25 children per day on average may be discontinued.
- All sites must meet local and state health and safety standards. If required by applicable health and safety regulations, sites supervisors will obtain food handler training credentials.

- Organization and site staff will notify CitySquare of any changes to service including, but not limited to, changes in meal times, meal types, service dates and field trips with fifteen (15) day notice prior to change. Organization will be notified when changes have been approved by TDA.

Site Details:

Name of Organization: Birdville TSP		
Primary Contact Name: Mike Moon		
Phone: 817 547 5787	Main:	Cell (optional): 817 879 8719
Email: mike.moon@birdvilleschools.net		
Alternate Contact Name: Claudine Avila		
Phone: 817 547 5761	Main:	Cell (optional): 562-685 1333
Email: claudine.avila@birdvilleschools.net		
Site 1 (see application)		
Site Name:		
On-Site Contact Name:		
Phone:		Email:
Does a member of your staff currently have a Food Handler's License? <input type="checkbox"/> Yes <input type="checkbox"/> No		
How many children are currently on your roster?		
Program Dates: From: To:		
Daily Operation Start & End Time:		
Days of Week Meals Served: <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday		
Supper Start & End Time (maximum 2 hours):		
Optional Snack Start & End Time (maximum 2 hours):		
Earliest time to accept meal delivery:		
Does this site have refrigeration? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Does this site have internet access? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No		

Additional sites may be added on a separate page. Check here if additional pages are used

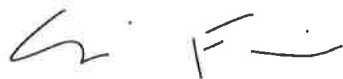
Per TDA regulations, only one food service sponsor is permitted per site. All programs must have non-profit status or be operated by a non-profit entity. CitySquare and the food site understand that no benefit will be provided to a for-profit entity.

Termination of Agreement:

This agreement can be terminated by either party upon five(5) business days written notice to the authorized personnel of either party as determined by the signatures below. CitySquare may terminate food service due to failure of the site to meet the above criteria.

CitySquare Food and Organization _____

agree to the terms and criteria set forth in this MOU. This agreement is indicated by the signatures of a responsible officer of each organization as shown below.



9/4/2020

CitySquare Authorized Representative Signature

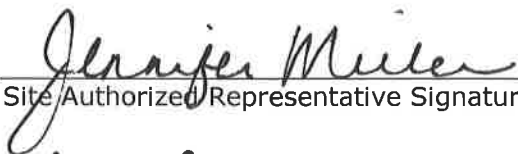
Date

Sarai Ferreira

Child Nutrition Specialist

Print Name

Title



9/4/2020

Site Authorized Representative Signature

Date

Jennifer Miller

Director of Fed + State

Print Name

Title