Texas Education Agency

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: Clayton Child Care Inc. dba Clayton Youth Enrichment

Campus name		CDN		Vendor ID	75-1485951	ESC	11	DUNS	154713911

Address: 1215 Country Club Ln.   City: Ft. Worth   ZIP: 76112   Phone: 8179239888

Primary Contact: Robert Hamilton   Email: rhamilton@claytonyouth.org   Phone: 817-345-6834

Secondary Contact: Meryl Gunter   Email: mgunter@claytonyouth.org   Phone: 817-345-6058

2. Certification and Incorporation

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

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

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

Authorized Official Name: Jason Ray   Title: CEO   Email: jray@claytonyouth.org

Phone: 817-345-6636   Signature: *Jason Ray*
Digitally signed by Jason Ray
DN: cn=Jason Ray, o=Clayton Youth Enrichment, ou, email=jray@claytonyouth.org, c=US
Date: 2021.01.20 18:09:45 -06'00'
Date: 1/20/2021

Grant Writer Name: Meryl Gunter   Signature: *Meryl Gunter*
Digitally signed by Meryl Gunter
DN: cn=Meryl Gunter, o=Clayton Youth Enrichment, ou=Director of Development, email=mgunter@claytonyouth.org, c=US
Date: 2021.01.20 18:08:28 -06'00'
Date: 1/20/2021

⦿ 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 achievement lags 16-22% below state averages in core subjects in pre-COVID testing. Educators predict these existing gaps will have widened as a result of the pandemic disruptions, especially for economically disadvantaged students.	Daily program will provide teacher-led core subject tutoring and small group instruction to address student learning gaps. Additional project-based learning activities will intentionally link school day learning to "real world" applications to provide a larger context for learning. Homework help will be offered daily and ongoing review of student data will inform programming decisions.
Increased parent and student engagement is needed to support student achievement and recovery from the education disruptions caused by the pandemic.	Staffing and enrichment activities will be inclusive and celebrate the unique cultures of each community. Parents will be invited to join in activities (when safe again), offered classes to help them understand and support their child's academic and personal success, and offered personal development opportunities.
Students struggling academically often lack the social emotional skills to be successful in school. This is reflected in class disruptions, discipline referrals, and bullying/victim behaviors.	Program will build each child's social emotional skill set by integrating student voice & choice, community building activities, and clear, respectful communication and expectations. Working alone and in mixed-age teams, students learn self-awareness, self-management, goal setting and responsible decision-making and develop a growth mindset.

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.

Each year of the grant, students in Clayton's 21st CCLC programs will increase academic proficiency as demonstrated by improving benchmark scores and grades in core subjects with the goal of increasing the number of students meeting state standards. Students will demonstrate observable growth, as assessed using the Devereaux Student Strengths Assessment (DESSA), in the social emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning. Ongoing formative assessment will inform program activities.

Given so many unknowns about the start of school in 2021 and what level of needs the students will present, specific activities and goals will be set in partnership with FWISD based upon end of year student data.

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

At the start of programming we will review existing student level data for participants and administer benchmarks to set baselines for future comparisons. This will be targeted to the needs of students receiving subject specific tutoring, group instruction. All students in the program who meet attendance guidelines will be assessed using the DESSA with more detailed follow-up assessment of children who need support to discover specific needs. Data from benchmarks, pre-tests and the first of 4 DESSA assessments will be used by coaches and site staff to inform the activities chosen for each 45 minute activity segment. Clayton staff will work with school day staff and students to set growth targets for program participants.

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RFA/SAS #	701-21-102	2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1	Page 2 of 15

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Progress towards individual student and program goals will be measured at the end of the semester. This will include a review of student grades, teacher & student surveys, and 2nd DESSA assessment. Expectation is to see measurable growth in line with SMART goals laid out in question 9.2.
New student goals for the spring semester will be put in place in response to data generated.

DESSA assessment #3 will take place either at the end of the 2nd quarter or beginning of the 3rd depending on final academic calendar.

Third-Quarter Benchmark

Progress towards individual student and program goals will be measured at the end of the semester. This will include a review of student grades, teacher & student surveys, and final DESSA assessments. Expectation is to see measurable growth in line with SMART goals laid out in question 9.2. Students still showing high need for academic assistance or social emotional support over the summer will be highly encouraged to participate in summer programming. Pre/post-testing will identify needs and measure progress towards academic goals in the summer program.

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.

Clayton has a detailed evaluation plan in place that ensures appropriate data is collected and our staff regularly reviews progress towards participation goals and 21st CCLC milestones. Developed in partnership with Southern Methodist University's Center on Research and Evaluation, the after school evaluation plan is designed to determine the effectiveness of project strategies and to provide for continuous improvement of the program.

Clayton's Program Quality Team meets twice monthly to share program observations, identify trends and find solutions when programs are not meeting benchmarks or facing other challenges. By bringing together Trainers, Quality/SEL Coaches and our Data Analyst to discuss observations and data in real time, minor adjustments can be made to course correct. By sharing data and involving site staff in these conversations, Clayton encourages the same growth mindset in our staff that we want to develop in our students.

A full-time Quality/SEL Coach is included in the project budget. This Coach will 1) conduct regular site observations at the 9 grant sites 2) evaluate program quality against set benchmarks 3) facilitate administration and understanding of the DESSA assessments 4) analyze data and 5) recommend program adjustments and support program staff as they implement them. Coaches are not supervisory, but are true coaches who support and mentor site leadership staff as they work to provide consistent, effective programs. Past experience has shown us that site staff who work with a coach develop better programs, have stronger relationships with their students,become more integrated into their schools and stay in their positions longer. This all leads to effective, sustainable programs.

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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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RFA/SAS # | 701-21-102 | **2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1** | Page 4 of 15

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.

Clayton Youth Enrichment staff conducted a comprehensive needs assessment that included: community data, campus-level academic achievement and demographic data, consultation with campus administration and faculty, review of campus improvement plans, stakeholder surveys, and consultation with district administration and Fort Worth After School (FWAS). FWAS is the umbrella department which coordinates after school programming for FWISD campuses.

Nine elementary schools were selected as a result of this assessment with the goal of serving 15% of the students at each campus (750 students total). Without 21st CCLC funding, students at these campuses would not have access to affordable after school programs to support improved academic performance and meet their needs for social emotional support. Identified community barriers include: poor access to after school providers, high cost of available services, and lack of transportation from the school to off-site services and back home. Provision of increased academic support, social emotional skill building, and cultural enrichment activities outside the school day continues to be identified as a major need by teachers, students, parents and community members. The Ft. Worth Police Department has also identified the need for safe and consistent after school activities in these under-served neighborhoods to prevent juvenile crime and victimization.

The chart below demonstrates that the 9 campuses chosen for this application greatly exceed state averages in the demographic categories that research identifies as having a negative impact on student achievement and eventual graduation rates. Extremely high levels of economically disadvantaged families at these campuses (82-98%) indicate that the majority of students on these campuses do not have opportunities for extracurricular activities that give context and real-world correlation to learning. Eight of the campuses have extremely high numbers of English Language Learners ranging well above the state average (+39-67%). Specialized needs identified for this targeted population include services and communications in their home language, culturally appropriate parenting education, connection to community resources and extra academic time outside the school day to allow students to reach or remain on grade level.

Comparison Campus Averages to Statewide Averages: 2018/19 Meets Grade Level or Above (TAPR data)

	Reading/ELA	Math	Writing	Science	All Subjects	% Econ. Dis.	% ELL	% At Risk	Mobility
Campus Average	28%	31%	22%	32%	28%	91%	46%	70%	21%
State Average	48%	52%	38%	54%	50%	61%	20%	50%	15%
Gap	-20%	-21%	-16%	-22%	-22%	+33%	+27%	+22%	+7%

Clayton identifies students who will benefit from our programs through a data-sharing partnership with FWISD and inclusion of campus teachers in our programs. A list of priority students is provided by the campus administration prior to the start of school and our staff contacts parents individually to invite participation. Our full-time site coordinators are usually included in site-based decision team meetings, help out at school events, and build strong relationships with campus staff so that children who are struggling with a subject or who have a challenging life situation are identified and invited to join the program throughout the school year. The program is offered until 6:00 pm every day so that working parents can complete their work day knowing their child is in a nurturing, safe, enriching environment.

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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.

Clayton's after school programs are designed to help students meet state and local standards in core academic subjects by integrating development of the social emotional skills that research has shown are the foundations of academic and personal success with fun, engaging enrichment activities. The social and emotional learning (SEL) foundation that Clayton has adopted is intended to nurture the journey that students and adults take in aligning their behaviors, attitudes, and choices with constructive strategies that promote the positive practice of self-awareness, self-management, social awareness, responsible decision making, and relationship skills. When combined with targeted academic support and hands-on enrichment activities that link school day learning to real world problems and career opportunities,these skills are shown to improve learning outcomes by 11-13%. (Durlak 2011, 2017). Clayton and FWISD expect to see the following measurable impacts as a result of participation in a Clayton after school program:

Student academics (district data)
1. Students in tutoring will increase score from pre to post on benchmark or other subject appropriate assessment.
2. Students will demonstrate an increase in core course passing rates from semester 1 to semester 2.
3. There will be an Increase in # and % of students meeting STAAR standards by grade level.

Behavioral comparison (district data)
1. Students will demonstrate improved school attendance from sem 1 to sem 2.
2. Student discipline referrals will decrease from sem 1 to sem 2.
3. Increased number of students will be promoted at the end of the school year.

Teacher & parent observations of individual students (survey)
1. 75% will report increased student interest/engagement.
2. 80% will report increase in on-time homework .
3. 50% will report increase in class participation.
4. 60% of parents will report improved student attitude about school.

Social Emotional Assessment (Devereaux Student Strengths Assessment)
1. 65% of students will show improvement from first to last DESSA (4 assessments, Sept - May).
2. 25% of students maintain typical or strong rating from first to last DESSA (4 assessments, Sept - May).
3. 11% of children showing high needs in initial assessments improve observable skills (Sept - May).

21st CCLC programs will be offered from 3:00-6:00 pm on all school days and offer 5 weeks of summer program as well. This translates to 630 program hours of social emotional learning and academic enrichment activities designed to help students recover from the social disruptions and learning challenges caused by the COVID-19 pandemic. Setting realistic benchmarks for academic improvements and teaching students resiliency skills through social emotional learning activities is a research-based plan for long-term academic and personal success.

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| RFA/SAS # | 701-21-102 | 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 | Page 6 of 15 |

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.

Clayton Youth Enrichment promotes hands-on, activity-based learning as a means of helping students enhance their love of learning while building social and emotional learning (SEL) skills. Our content is designed to integrate social and emotional competencies into problem-based learning (PBL). PBL is a student-centered pedagogy in which students learn about a subject by experiencing it and solving open ended problems found in trigger material. With freedom to practice SEL skills in a safe space, students gain competency and confidence. Both skills and strategies are taught and practiced as they are embedded in our daily practices, explicit curriculum activities and personal connections. Each activity quest within our Clayton Quest™ curriculum is designed to get students excited about learning academic content in nontraditional and relatable ways, while allowing them to practice SEL skills that will help them be successful throughout their lives.

Clayton's program framework is designed to provide academic and enrichment activities adapted to the needs of at-risk students in ways that are positive, supportive, targeted and culturally respectful. Elements of this purposeful design include:
• Working with the principal, and designated school day personnel to identify the students most at risk of failure and working together to enroll them in the program;
• Hiring bi-lingual staff that is linguistically and culturally representative of the students/community being served whenever possible;
• Including teachers as after school staff for targeted tutoring and small group instruction and to ensure enrichment activities are aligned to school day learning objectives and support campus goals;
• Utilizing Clayton Quest™, Clayton's research-based after school curriculum that integrates social emotional learning with hands-on academic enrichment opportunities;
• Developing relationships with community leaders to gain information and community support;
• Offering opportunities for meaningful parent engagement, which, in turn, offers feedback for program improvement;
• Intentionally focusing on student's social and emotional development through use of the Weikert Model for Youth Development and the Devereaux Student Strengths Assessment in addition to academic data;
• Consistent formative assessment of program implementation and impact by experienced Clayton staff.

In addition to Clayton Quest™ activities, individual and small group tutoring students will enjoy club-based enrichment activities offered by program staff and community providers in response to student interests. These activities are designed to encourage and reward regular attendance and enrich learning. Examples include:
• Fine Arts – theatre production and performance, digital photography, music, painting, traditional dance, ceramics.
• Health & Wellness – strength building, karate, cooking, yoga, dance, sports
• STEM – robotics, computer programming, engineering (boat regatta, solar cars), hands-on science exploration,
• Civics & History – history fair, guest speakers, family trees, world cultures fair

Clayton program staff are supported by our internal program quality coaching team. Members of this team work with an assigned group of sites by observing activities, inviting informal feedback from students and parents, documenting opportunities for improvement and coaching staff for success. The coaching team is actively involved in training and program development. Members are certified trainers in Trust-Based Relational Intervention, a trauma-informed behavioral intervention designed to meet the complex needs of vulnerable children. They also have extensive training and experience in youth development programs which they share with our staff as they observe and evaluate our programs and encourage continuous improvement and a growth mindset.

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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

Clayton Youth Enrichment, a nonprofit community-based organization, will be the fiscal agent of this grant and is responsible for the management and implementation of the project at each campus. Clayton and Fort Worth ISD (FWISD) have a 46 year history of partnering to provide after school programs for students at high need FWISD elementary and middle schools. The details vary at each school dependent upon the scale of need and the resources available, but district administration and campus principals commit to the following when a Clayton 21st CCLC after school program is offered on one of their campuses:

• Facilities, including office space for Site Coordinators and access to various classrooms, labs and gyms for program activities
• Inclusion of Site Coordinator in campus communications, meetings, and activities to ensure program alignment with school day learning
• Assistance with transportation, janitorial services, and security as needed
• Provision of student level data and project evaluation
• TX Dept. of Agriculture snacks for the students
• Assistance with outreach to parents and community resources and inclusion in family engagement events

Campuses in this application were chosen because they are in under-served communities that have been deeply affected by the education disruptions caused by the COVID-19 pandemic. These schools were struggling prior to the closures last spring with only 22-35% of students meeting grade level expectations in all subjects in 2018/19 testing. 7 of these 9 schools are designated for support and improvement. All have experienced significant drops in attendance in fall 2020. Limited access to appropriate technology, internet access and tech support has resulted in students falling a year or more behind grade expectations and they will need intensive support to bridge that gap and achieve academic success. Without 21st CCLC funding, these schools will not provide daily, supportive after school academic enrichment programs.

An MOU is in place supporting our partnership with the district. With the mutual understanding that much is unpredictable given the COVID-19 pandemic, the agreement will be reviewed and adjusted in response to conditions should Clayton be awarded under cycle 11. Clayton site-based staff and leadership will work with the Principal at each campus to determine the most effective use of campus and Clayton resources to create an attractive and effective after school program. Should it be necessary, Clayton is prepared to offer virtual enrichment programming utilizing our Clayton Home Activity Kits program. FWISD, Clayton, and Fort Worth After School are active partners in the planning, development, evaluation and continuation of after school programs offered under 21st CCLC funding and other local funding streams and are committed to working together to sustain much-needed programs at as many schools as possible in the future.

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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.

Clayton is committed to providing every student we serve with the social emotional skills they will need to succeed in school and in life. Our programs incorporate research findings and best practices developed by the highly respected Collaborative for Academic, Social, and Emotional Learning (CASEL). Decades of rigorous research by CASEL has resulted in social emotional learning (SEL) best practices proven to support educational equity and growth, build trusting and collaborative relationships, offer rigorous and meaningful curriculum and instruction, and guide ongoing evaluation. Clayton is working with Southern Methodist University and local funders to complete a rigorous 3 year evaluation of our 60+ SEL-based programs and our Clayton Quest™ after school enrichment curriculum. Our long-term goal is to validate the program's positive impact on student social skills, emotional and behavioral management, and academic performance and earn "evidence-based" status for our framework.

Clayton's SEL-based framework is aligned to TEA recommended best practices for improving student academic achievement and will follow the research-based activity and planning recommendations in the ACE PRIME Blueprint. Members of Clayton's training team and program quality coaches are certified to train in Trust-Based Relational Intervention (TBRI), the Devereaux Student Strengths Assessment, the Weikert Youth Program Quality Assessment and Tribes Learning Communities. Regular site observations by this team ensures that best practices are followed and program elements are successfully implemented at all centers. All site coordinators work with their quality coaches, campus staff, students, and parents to ensure they are offering activities that will be attractive to students, meet the goals and objectives of the program, and align to best practices.

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.

Transportation will be provided by Fort Worth ISD school buses, family transportation, and walking. Families will complete registration forms that confirm the type of transportation each student will use to go home after the program. The campuses chosen for this application have a high number of students who walk with family or caretakers to/from school each day. Each parent/guardian is required to sign out their student(s) when they are picked up at the school. If transportation is different from the standard for the student (such as walking instead of parent pick-up), advance parental permission is required. In case of dangerous weather that prohibits students from walking, parents are contacted to make alternative arrangements.

Needs will be reviewed regularly and school personnel will assist with determining if bus transportation is needed. Clayton will work with FWISD to meet any identified needs through existing or additional bus service. Special situations will be addressed on a case-by-case basis.

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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.

Clayton will work with the school to disseminate printed information to campus families regarding program availability and will make individual contact with priority students/families to encourage participation. This will include written invitations to students and their parent/guardians with follow-up telephone calls when needed. Clayton staff will attend campus registration and open house events to provide information about the program and will ensure that bilingual staff is available to talk individually with families. Informational materials will be provided in the home languages of the students whenever possible, with all materials available in English and Spanish. Clayton's bilingual English/Spanish staff will be on hand to assist with registration in communities with a high percentage of Spanish speaking families, and Clayton will work with the school district and community partners to arrange for translators to assist with other languages as needed.

The Clayton website www.claytonyouth.org will post information on the centers, and the FWISD/FWAS website will provide program information at http://www.fwisd.org/fwas. Program information will also be distributed via social media including on the Clayton Youth Enrichment/FWAS Facebook page. Clayton routinely sends out press releases on special programs and activities at the center, and invites community partners to visit the center and become a part of the activities. Community partners are an important part of Clayton Youth Enrichment programs and staff will ensure that local partners (church, business, community groups and leaders) are aware of the program and can share Clayton's contact information with prospective families.

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.

Over our 46 year history, Clayton Youth Enrichment has developed an extensive list of partners. For the 21st CCLC Cycle 11 program, Clayton will leverage the following resources to ensure the most efficient use of grant funds:
• FWISD - Campus leadership time for program support, program space, janitorial & utilities ($350,000/year)
• Federal TDA funding – TDA snacks and student meals through partner TDA grantees (approx. $250,000/year)
• Community partners - Services provided by Clayton agency partners, including Read Fort Worth, Catholic Charities, Girl and Boy Scouts, etc. ($50,000-$70,000/year)
• Private Foundations/Clayton Fundraising - Clayton management expense not covered by administration charges to the program (approx. $100,000/year)

Priority 1 - Program Integration: Clayton's SEL programs complement the multi-tiered system of supports (MTSS) being implemented by FWISD. This is a proactive, preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. Our after school programs offer opportunities for students to connect with supportive adults trained to help them develop and apply social emotional skills that promise to improve student academic success, help them build and maintain healthy relationships, and prepare them for success as adults. Meta-analysis of 213 programs (Durlak, 2011,2017) shows that students receiving quality SEL instruction demonstrated 11-13% higher achievement scores, improved attitude and behavior in school, and fewer disciplinary referrals. Participants also reported less depression, stress, and anxiety which are important outcomes given the multiple levels of disruption experienced by students during the COVID-19 pandemic. SEL programming can also have a positive impact up to 18 years later on academics, conduct problems, emotional distress, and drug use. (Taylor, et al, 2017)

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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.

The City of Fort Worth, FWISD, and Clayton have a long history of working together to provide quality after school programs in our under-served neighborhoods. In 1995, citizens of Fort Worth voted to establish a Crime Control and Prevention District (CCPD). A substantial portion of the funds generated by the half-cent sales tax in the District - over one million dollars annually – is set aside for pre-k thru 12th after school programs coordinated by Fort Worth After School, a department within FWISD. CCPD funds are matched by FWISD and supplemented by grants awarded to CBOs such as Clayton to create and sustain various types of enrichment programs across the district's 143 campuses. High levels of poverty in the schools in this application mean additional funding will continue to be necessary to provide the level of free/subsidized services that will result in long-term academic achievement gains for these students. Planning for the future is an integral part of the overall operational plans for the centers. Coordination and communication with the CCPD and FWISD through an established Community Advisory Board will be critical in sustaining these after school programs. Public meetings take place 4-6 times per year.
Even in the midst of the pandemic, Clayton is providing a combination of free, full and sliding scale fee programs at 66 campuses in Tarrant County. We are committed to seeking funding so that families have access to affordable or free after school programs. Needs and impact assessments will be performed and local foundations and community groups will be kept aware of after school's importance in helping students overcome pandemic-related learning gaps. In addition to receiving social media and print communications, funders and members of the community will be encouraged to visit the schools and see the programs in action when pandemic restrictions have eased. Continuation programs will be built upon the strong partnerships, high-quality foundation and support infrastructure built by the 21st CCLC grant programs.

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)

Clayton is following licensed child care guidelines which limit visitors during the COVID-19 pandemic. This means we are not currently inviting volunteers into our programs. Hopefully, by year two of the grant we will be able to welcome community volunteers back into our programs.

When that time comes, all volunteers who register with the program for multi-session projects will be interviewed, have background checks conducted by FWISD, and will be trained and placed in volunteer positions in much the same way as paid staff. Volunteers are always invited to attend the many training sessions provided by Clayton Youth Enrichment for center staff, and are encouraged to view their volunteer positions as serious commitments that make a difference in the lives of the children they work with. Volunteers are given schedules and specific assignments, are partnered with Clayton staff at all times, and are supervised by the Site Coordinator in much the same way as all staff. Volunteers are encouraged to provide feedback to staff on the program and on student needs, and are included in project evaluations through focus groups and/or surveys.

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| RFA/SAS # | 701-21-102 | 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 | Page 11 of 15 |

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.

Recruiting and retaining students is all about building strong relationships between students and after school staff and clear communication with parents/guardians and campus administration. Clayton has seen that consistency of staff at a site leads to strong student connections with their activity leaders and site directors. This connection drives both student retention and engagement. Since implementing our SEL-based programs, Clayton has experienced far less employee turn-over which has, in turn, increased student and parent commitment to regular attendance.

The recruitment process: To guide initial outreach, a list of priority students will be identified by campus administrators, teachers, and counselors. Clayton staff will personally invite these students and their parents/guardians to join the program and explain the program benefits and expectations. This initial personalized outreach will begin in August and continue until the family of every priority student is contacted. If there is still space available, campus staff will assist in identifying additional students who would benefit from the program and those students will be invited. Clayton will also participate in school and PTO events to share information and ensure that the 21st CCLC program and its staff are viewed by parents and school staff as a vital part of the school community.

Goals:
Fall semester - a minimum of 50% of enrolled students will have participated 45 days by the end of the semester
Spring semester - program will meet 100% of minimum attendance goal by April, 2022
Summer - 33-50% of program participants will attend 90% of the summer program 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.

Center-level needs assessment results were used to create daily and weekly activity schedules and to quantify the number of tutoring and homework assistance hours to be offered. Campus leaders felt that it was critical to offer programming every school day to both support learning and the parental need for reliable, consistent after-school care. Staffing plans include bilingual staffing targets with Spanish/English speakers required at all but one of the schools. Clifford Davis ES, where students families speak more than 40 different languages, will be our most challenging campus in this regard. A higher hourly rate is budgeted for bilingual personnel to aid in recruitment and retention and Clayton will reach out to our community partners as needed to fill these roles. Tutors and teachers will be chosen based on each campus's 2020/21 student achievement data and 2021/22 Campus Improvement Plan.

The Clayton SEL program framework provides structure and accountability for program staff which results in quality programs. Program operations, communications, budget, and personnel are supervised by the Project Director. The bilingual Family Engagement Specialist will facilitate parent outreach, communications, and develop partner relationships to meet identified needs of the parents and students.

A dedicated Cycle 11 Coach will ensure that planning sessions and program observations are performed regularly to set goals for each program, measure impact, celebrate successes, and identify growth opportunities. The coach brings years of experience and training and acts as a role model for social emotional maturity and a mentor to program staff. By separating operations management from program assessment, more time is available for continuous program improvement and customization. Data shows that since Clayton implemented this framework, retention of lead program site staff has increased. This has resulted in stronger relationships with students and their families and higher quality, responsive, and consistent programming.

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

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	children/adults	Barrier	language
Group		Barrier	
Group		Barrier	
Group		Barrier	

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	
2. Enrollment in 21st CCLC of students attending participating private schools	
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	
4. Total year 1 proposed grant budget for serving students in all centers	
5. Applicant reservation for required staff payroll.	
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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

#	Activity	Amount
1.	personnel (6100) inclusive of taxes & benefits	$1,398,621
2.		
3.		
4.		
5.		

Professional and Contracted Services

#	Activity	Amount
6.	contract labor-teachers/tutors	$53,712
7.	other contract services - hiring/req.background checks, training, data management	$23,614
8.		
9.		
10.		

Supplies and Materials

#	Activity	Amount
11.	program supplies inclusive of PPE	$70,300
12.	equipment & storage at site	$5,400
13.		
14.		

Other Operating Costs

#	Activity	Amount
15.	general 6400 - mileage, conference fees, transportation, etc.	$30,020
16.		
17.		

Capital Outlay

#	Activity	Amount
18.		
19.		
20.		

Direct and indirect administrative costs: $79,083

TOTAL GRANT AWARD REQUESTED: $1,660,750

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RFA/SAS # | 701-21-102 | 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 | Page 14 of 15

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

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

Center Operations Schedule

County-district number or vendor ID: 75-1485951

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	220905222	Clifford Davis ES 4300 Campus Dr., Fort Worth 76119 817-923-9888	0	PK - 5	110	55
2	220905167	South Hills ES 3009 Bilglade, Fort Worth 76133 817-923-9888	0	PK - 5	110	55
3	220905178	Westcreek ES 3401 Walton, Fort Worth 76133 817-923-9888	0	PK - 5	85	40
4	220905168	Springdale ES 3207 Hollis, Fort Worth 76111 817-923-9888	0	PK - 5	70	40
5	220905180	Western Hills ES 2805 Laredo, Fort Worth 76116 817-923-9888	1	PK- 5	110	50
6	220905118	Hazel Harvey Peace ES 7555 Trail Lake Drive Fort Worth 817-923-9888	0	PK - 5	70	35
7	220905216	Woodway ES 6701 Woodway Dr, Fort Worth 76133 817-923-9888	0	PK - 5	90	45
8	220905105	W Handley ES 2749 Putnam, Fort Worth 76112 817-923-9888	0	PK - 5	75	40
9	220905131	Rosemont Park ES 1401 Seminary Dr., Fort Worth 76115 817-923-9888	0	PK - 5	80	40
10						

Texas ACE	Program Year
Center Operations Schedule (one per center)	**2021-2022**

(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.

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	220905222	Clifford Davis ES 4300 Campus Drive, Fort Worth 76119	PK - 5	110	55
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term*	8/16/2021	12/18/2021	16 weeks
Spring Term*	1/4/2022	5/27/2022	18 weeks
Summer Term*	5/31/22	7/7/22	5 weeks
Total number of weeks:			39 weeks

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			3:00	6:00			3:00	6:00	9:30			3:30
Tuesday			3:00	6:00			3:00	6:00	9:30			3:30
Wednesday			3:00	6:00			3:00	6:00	9:30			3:30
Thursday			3:00	6:00			3:00	6:00	9:30			3:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	*The 2021/22 academic calendar for FWISD has not been finalized as of the submission of this application so dates above are tentative. Clayton intends to offer after-school programming every day that school is in session and a minimum of 5 weeks of summer program.
Parent/Legal Guardian Activities	Parent needs/interests will be surveyed. Each curriculum unit will end with a culminating event where the students share the results of their project-based learning with parents, teachers, and other district staff. We will partner with other CBOs to provide parent classes or workshops in response to parent needs/interests – ESL classes, health and fitness, parenting and child development, finance, or any other identified need.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	220905167	South Hills ES 3009 Bilglade, Fort Worth 76133	PK - 5	110	55
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term*	8/16/2021	12/18/2021	16 weeks
Spring Term*	1/4/2022	5/27/2022	18 weeks
Summer Term*	5/31/22	7/7/22	5 weeks
Total number of weeks:			39 weeks

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
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Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	*The 2021/22 academic calendar for FWISD has not been finalized as of the submission of this application so dates above are tentative. Clayton intends to offer after-school programming every day that school is in session and a minimum of 5 weeks of summer program.
Parent/Legal Guardian Activities	Parent needs/interests will be surveyed. Each curriculum unit will end with a culminating event where the students share the results of their project-based learning with parents, teachers, and other district staff. We will partner with other CBOs to provide parent classes or workshops in response to parent needs/interests – ESL classes, health and fitness, parenting and child development, finance, or any other identified need.

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022	

(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.

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	220905178	Westcreek ES 3401 Walton, Fort Worth 76133	PK - 5	85	40
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term*	8/16/2021	12/18/2021	16 weeks
Spring Term*	1/4/2022	5/27/2022	18 weeks
Summer Term*	5/31/22	7/7/22	5 weeks
Total number of weeks:			39 weeks

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
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Thursday			3:00	6:00			3:00	6:00	9:30			3:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	*The 2021/22 academic calendar for FWISD has not been finalized as of the submission of this application so dates above are tentative. Clayton intends to offer after-school programming every day that school is in session and a minimum of 5 weeks of summer program.
Parent/Legal Guardian Activities	Parent needs/interests will be surveyed. Each curriculum unit will end with a culminating event where the students share the results of their project-based learning with parents, teachers, and other district staff. We will partner with other CBOs to provide parent classes or workshops in response to parent needs/interests – ESL classes, health and fitness, parenting and child development, finance, or any other identified need.

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022

(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.

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	220905168	Springdale ES 3207 Hollis, Fort Worth 76111	Pk - 5	70	40
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term*	8/16/2021	12/18/2021	16 weeks
Spring Term*	1/4/2022	5/27/2022	18 weeks
Summer Term*	5/31/22	7/7/22	5 weeks
Total number of weeks:			39 weeks

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			3:00	6:00			3:00	6:00	9:30			3:30
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Wednesday			3:00	6:00			3:00	6:00	9:30			3:30
Thursday			3:00	6:00			3:00	6:00	9:30			3:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	*The 2021/22 academic calendar for FWISD has not been finalized as of the submission of this application so dates above are tentative. Clayton intends to offer after-school programming every day that school is in session and a minimum of 5 weeks of summer program.
Parent/Legal Guardian Activities	Parent needs/interests will be surveyed. Each curriculum unit will end with a culminating event where the students share the results of their project-based learning with parents, teachers, and other district staff. We will partner with other CBOs to provide parent classes or workshops in response to parent needs/interests – ESL classes, health and fitness, parenting and child development, finance, or any other identified need.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	220905180	Western Hills ES 2805 Laredo, Fort Worth 76116	2-5	110	50
Feeder	220905221	Western Hills Primary 8300 Mojave Trail, Fort Worth, TX 76116	PK - 1		
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term*	8/16/2021	12/18/2021	16 weeks
Spring Term*	1/4/2022	5/27/2022	18 weeks
Summer Term*	5/31/22	7/7/22	5 weeks
Total number of weeks:			39 weeks

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
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Thursday			3:00	6:00			3:00	6:00	9:30			3:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	*The 2021/22 academic calendar for FWISD has not been finalized as of the submission of this application so dates above are tentative. Clayton intends to offer after-school programming every day that school is in session and a minimum of 5 weeks of summer program.
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Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022	

(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.

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	220905118	Hazel Harvey Peace ES 7555 Trail Lake Drive, Fort Worth 76133	PK - 5	70	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term*	8/16/2021	12/18/2021	16 weeks
Spring Term*	1/4/2022	5/27/2022	18 weeks
Summer Term*	5/31/22	7/7/22	5 weeks
Total number of weeks:			39 weeks

Center Schedule												

Day of the Week	Fall Term				Spring Term				Summer Term			
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Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	*The 2021/22 academic calendar for FWISD has not been finalized as of the submission of this application so dates above are tentative. Clayton intends to offer after-school programming every day that school is in session and a minimum of 5 weeks of summer program.
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Texas ACE **Center Operations Schedule (one per center)**		**Program Year 2021-2022**

(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.

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	220905216	Woodway ES 6701 Woodway Drive, Fort Worth 76133	PK - 5	90	45
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term*	8/16/2021	12/18/2021	16 weeks
Spring Term*	1/4/2022	5/27/2022	18 weeks
Summer Term*	5/31/22	7/7/22	5 weeks
Total number of weeks:			39 weeks

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
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Wednesday			3:00	6:00			3:00	6:00	9:30			3:30
Thursday			3:00	6:00			3:00	6:00	9:30			3:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	*The 2021/22 academic calendar for FWISD has not been finalized as of the submission of this application so dates above are tentative. Clayton intends to offer after-school programming every day that school is in session and a minimum of 5 weeks of summer program.
Parent/Legal Guardian Activities	Parent needs/interests will be surveyed. Each curriculum unit will end with a culminating event where the students share the results of their project-based learning with parents, teachers, and other district staff. We will partner with other CBOs to provide parent classes or workshops in response to parent needs/interests – ESL classes, health and fitness, parenting and child development, finance, or any other identified need.

Texas ACE **Center Operations Schedule (one per center)**		**Program Year** **2021-2022**

(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.

Center 8	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	220905105	West Handley ES 2749 Putnam, Fort Worth 76112	PK - 5	75	40
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term*	8/16/2021	12/18/2021	16 weeks
Spring Term*	1/4/2022	5/27/2022	18 weeks
Summer Term*	5/31/22	7/7/22	5 weeks
Total number of weeks:			39 weeks

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			3:00	6:00			3:00	6:00	9:30			3:30
Tuesday			3:00	6:00			3:00	6:00	9:30			3:30
Wednesday			3:00	6:00			3:00	6:00	9:30			3:30
Thursday			3:00	6:00			3:00	6:00	9:30			3:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	*The 2021/22 academic calendar for FWISD has not been finalized as of the submission of this application so dates above are tentative. Clayton intends to offer after-school programming every day that school is in session and a minimum of 5 weeks of summer program.
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Texas ACE **Center Operations Schedule (one per center)**		**Program Year 2021-2022**

(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.

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	220905131	Rosemont Park ES 1401 Seminary Drive, Fort Worth, TX 76115	PK - 5	80	40
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term*	8/16/2021	12/18/2021	16 weeks
Spring Term*	1/4/2022	5/27/2022	18 weeks
Summer Term*	5/31/22	7/7/22	5 weeks
Total number of weeks:			39 weeks

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			3:00	6:00			3:00	6:00	9:30			3:30
Tuesday			3:00	6:00			3:00	6:00	9:30			3:30
Wednesday			3:00	6:00			3:00	6:00	9:30			3:30
Thursday			3:00	6:00			3:00	6:00	9:30			3:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	*The 2021/22 academic calendar for FWISD has not been finalized as of the submission of this application so dates above are tentative. Clayton intends to offer after-school programming every day that school is in session and a minimum of 5 weeks of summer program.
Parent/Legal Guardian Activities	Parent needs/interests will be surveyed. Each curriculum unit will end with a culminating event where the students share the results of their project-based learning with parents, teachers, and other district staff. We will partner with other CBOs to provide parent classes or workshops in response to parent needs/interests – ESL classes, health and fitness, parenting and child development, finance, or any other identified need.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Memorandum of Agreement/Intent to Partner Upon Award
21st Century Community Learning Center, Cycle 11 Grant

Fort Worth ISD and Clayton Youth Enrichment have a 45 year history of successful partnership and are each committed to sustaining engaging and vibrant after-school enrichment programs at high need schools within the district. This Memorandum of Agreement commits Clayton Youth Enrichment, the Fort Worth ISD Grant Development, Management and Monitoring Department, and Fort Worth After School to working together to identify student/campus needs, provide high quality after-school programming, and share student data relevant to a possible 21st Century Community Learning Center, Cycle 11 Grant (21st CCLC Cy. 11).
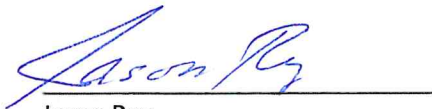
If awarded, Clayton Youth Enrichment, as fiscal agent for the grant, will offer high-quality after-school academic enrichment programs that meet 21st CCLC Cy. 11 grant requirements at the following nine campuses with critical needs and significant gaps in funding for after school support:

- **West Handley Elementary School**
- **South Hills Elementary School**
- **Springdale Elementary School**
- **Woodway Elementary School**
- **Rosemont Park Elementary School**

- **Hazel Harvey Peace Elementary School**
- **Westcreek Elementary School**
- **Western Hills Elementary School**
- **Clifford Davis Elementary School**

Principals at each of the schools names above have agreed to host and support on-campus after-school and summer programs provided by Clayton Youth Enrichment if Clayton is awarded funding through the 21st CCLC Cy. 11 RFP. A formal partnership agreement will be negotiated and agreed upon by the appropriate Fort Worth ISD and Clayton leadership when Clayton Youth Enrichment receives notification of award from the Texas Education Agency.
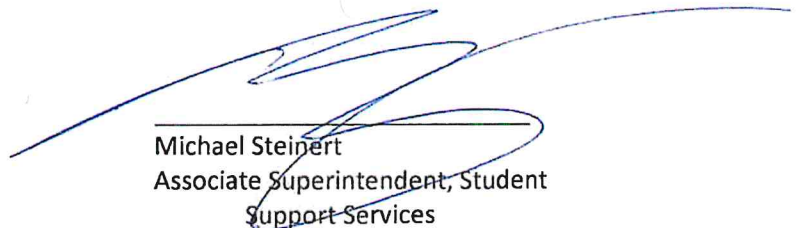
Clayton Youth Enrichment   Fort Worth ISD

Jason Ray
President/CEO

Date: 1/19/21

Michael Steinert
Associate Superintendent, Student
Support Services

Date: 1.19.21