TEA
Texas Education Agency

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: Trinity Basin Preparatory

Campus name		CDN 057813	Vendor ID 1311614490	ESC 10	DUNS 034006514

Address 2703 N. Hwy 360	City GRAND PRAIRIE	ZIP 75050	Phone 214-946-9100

Primary Contact Brandon Duck	Email bduck@trinitybasin.com	Phone 608-358-2618

Secondary Contact Jessika Torres	Email jetorres@trinitybasin.com	Phone 214-946-9100

2. Certification and Incorporation

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

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

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

Authorized Official Name Randy Shaffer	Title CEO	Email rshaffer@trinitybasin.com

Phone 214-946-9100	Signature	Date 1/21/21

Grant Writer Name Brandon Duck	Signature	Date 1/21/21

- ⦿ 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
TBP has a high percentage of limited English proficiency students (LEP = 60.6%) and many families speak Spanish at home. Students struggling with literacy need extra support outside of the classroom and frequently that isn't available at home.	TBP's literacy improvement plan incorporates an internally developed program called Literacy For Life (Balanced Literacy). The Lit4Life program has positively contributed to improving student reading STAAR scores and the program would greatly benefit from the addition of an after school program designed to help the students who are struggling to keep up, particularly with English literacy.
TBP has a high percentage of economically disadvantaged students (90.1) resulting in a disproportionately high percentage of families without access to affordable after school programs.	Partner with Clayton youth to leverage their after-school program that has successfully been implemented in other Tarrant county schools with 21st CCLC funding.
With challenges like those noted above TBP is proud of the 88 it received as a district accountability rating (18/19), but we need to continue improving achievement in core curriculum areas.	The Clayton Quest Enrichment activities are designed to reinforce the lessons that are taught in the classroom by providing interesting and relevant hands on learning opportunities. These experiences taught by trained staff will help boost the academic success of struggling students resulting in an improved classroom experience for all TBP students.

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.

Students in the after school program will be those that need extra support to help ensure they can meet the grade level learning objectives. The program needs to be designed to help students grow a full grade level or more in their reading skills. By the end of the first full year in the program 100% of students successfully attending the program will show growth in excess of one full year. Additionally, at least 80% of all families who have students enrolled in the after school program will have at least one adult family member who graduated from the 9 week Concilio PASE program (discussed in the application) to help ensure students in the program receive additional support and encouragement at home even after they are no longer enrolled in the program.

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

TBP's new after school program will open for the 2021/2022 school year and these benchmarks apply to the first quarter of 2020/2021:
1) Have at least one special program/event with parents and students included (i.e.. literacy night, student literacy reading, book fair) in the first quarter.
2) Achieve full enrollment in the program with students that are identified as needing additional academic assistance outside of the classroom.
3) Achieve 98.5% attendance from enrolled students
4) The Family Engagement Specialist will have had a discussion with each participating family to discuss the services, classes, and resources that TBP will be offering during the school year and to solicit input on additional services that are potentially needed by the families that are served.
5) Partner with at least one additional outside non-profit organization for each campus to offer relevant services that directly help support families with students in the program.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1) Have at least one special program/event with parents and students included (i.e.. literacy night, student literacy reading, book fair) in the first quarter.
2) Curriculum Based Assessments (CBAs) reflect that students enrolled in the after school program are growing academically at a rate faster than the school average.
3) Attendance – Campus attendance equals or exceeds to 97.5% as measured by average daily attendance rate
4) Behavioral Referrals - Behavioral referrals for each campus has been reduced by 5% as measured by PEIMS data
5) Student Engagement – Engagement from program participants during the normal school day as measured by six-week survey data and comments obtained from campus teachers will reflect a marked improvement.

Third-Quarter Benchmark

1) Have at least one special program/event with parents and students included (i.e.. literacy night, student literacy reading, book fair) in the first quarter.
2) Curriculum Based Assessments (CBAs) for students enrolled in the after school program reflect growth in reading skills is projected to equal or exceed a full year by the end of the school year.
3) Attendance – Campus attendance equals or exceeds to 97.5% as measured by average daily attendance rate
4) Behavioral Referrals - Behavioral referrals for each campus has been reduced by 10% as measured by PEIMS data
5) Student Engagement – Engagement from program participants during the normal school day as measured by survey data and comments obtained from campus teachers will reflect a marked improvement.

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.

The evaluation plan is based on a continuous improvement model and requires ongoing monitoring to observe implementation and progress toward student outcomes. Key feedback sessions will be held throughout the year to provide oversight and training on key deliverables. Each feedback session will identify areas of successes and issues as well as next steps. Specific sessions will include beginning of year needs assessment/data review, Logic Model Training and center level Logic Model creation, two sessions to review program implementation and participation, and a final review with program staff to summarize program successes and areas for improvement. Each session is designed to create open dialogue between the evaluator, site supervisors, and project director in order to address any issues or problems identified through data review or specific campus needs.

A key element in the ongoing evaluation are regularly conducted site observations (using the Youth Program Quality Assessment) and meetings at each center to ensure that quality programming is delivered based on the logic model. These observations and meetings are conducted and documented by the project director and quality assurance staff. Data from observations are sent to campus administrators and project staff to help improve program operations and quality throughout the program year as issues arise.

The research design for the evaluation at the grantee and center levels is comprehensive. Comparisons will be made using logistic regression to examine program participation dosage on selected academic outcomes. Outcomes will also be compared across Regular Participants, Targeted Participants, and non-participating students. Data and reports will include Center Logic Models, any required TEA Reports, School Attendance, Core Grade Average, Course Grades (Math, Reading/ELA, Science, and Social Studies), Discipline Referral data, Site Observation data, Student Pre/Post Social Emotional Learning Survey, and Stakeholder Surveys (Student, Parent, Staff, Principal, and Classroom Teacher - Random sample). In addition, longitudinal analyses will be utilized to examine trends in individual academic performance as it relates to persistent after school participation across the length of the five years of the grant.

Surveying key stakeholders of the program allows all parties to have a voice in identifying successes and issues helps program staff make adjustments to activities or quality to better meet the needs of the targeted students. Students have the opportunity to indicate what they like about the program, as well as make suggestions for future activities. Campus administrators and program staff have the opportunity to reflect on the alignment of the program to campus needs as well as suggest areas for improvement. All data collected will be provided in a report to stakeholders. The report will provide key outcomes and will compare outcomes to identified needs. The report will make recommendations for improvement and data will be reviewed with project staff to develop next steps for improving the program. Reports including plans for continued improvement and sustainability will also be made available for district leadership as well as community members.

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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.

Needs Assessment Process: The partners conducted a community needs assessment that identified a lack of high-quality out-of-school time programs in the underserved communities around the six Trinity Basin campuses. In or around each of the campuses, there is no other available free/affordable after school programming that can meet the identified needs of the students and working parents. Identified barriers include: inconvenient locations of after school providers, lack of affordability of fees for the population to be served, and lack of availability of transportation from the school to the service and back home. Provision of increased academic and cultural enrichment activities outside the school day continues to be identified as a major need by teachers, students, parents and community members. This is emphasized by the academic scores presented in the chart below. Trinity Basin continues to engage the Concilio in Dallas to offer parents their nine-week Parents Advocating for Student Excellence (PASE) program. PASE teaches parents in the at-risk neighborhoods surrounding TBP's campuses how to positively impact their child's education through active engagement with the public-school system as well as the creation of a home environment supportive of learning and healthy communication. Survey data from PASE also references the need for greater accessibility to after school programing in and around Trinity Basin campuses. The Dallas, Fort Worth, and Mesquite Police Departments continue to identify the need for safe and consistent afterschool activities in underserved areas like those served by Trinity Basin to help prevent juvenile crime.

Student Population Most in Need: As shown in the chart below, the district as a whole and each of the district's six campuses have significantly greater demographic challenges when compared to state averages. Research indicates that these measures have significant impact on student achievement and eventual graduation rates. Extremely high levels of economically disadvantaged families at these campuses (85.54 to 92.63%) indicate that most students on these campuses do not have opportunities for enrichment activities that give context and real-world correlation to learning. All six campuses have extremely high numbers of English Language Learners (41.17 to 66.59%), and several specialized needs have been identified for this population including services/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.

2018-2019 District STAAR Results and Demographics

	Reading	Writing	Math	Science	Social Studies	ELL	At Risk	Economically Disadvantaged
TBP Percentage	75%	68%	83%	79%	77%	60.6%	73.7%	90.1%
State Percentage	75%	68%	82%	81%	81%	19.5%	50.1%	60.6%

2020-2021 Snapshot Demographics by Campus

Campus	Campus Enrollment	ELL Student Population	At Risk	Economically Disadvantaged
Mesquite	204	41.17%	68.62%	89.70%
Ewing	515	60.19%	86.40	90.48%
10th St.	550	54.90%	84.36%	92.45%
Jefferson	768	65.10%	75.78%	85.54%
Ledbetter	475	44.42%	69.05%	92.63%
Pafford	964	66.59%	83.29%	88.90%

Continual Assessment and Recruitment: Trinity Basin will develop a program specific survey to administer at the end of each six-week grading period. The survey will go to parents and teachers to continually solicit feedback on existing programing and collect relevant parental/teacher input to help identify additional students who are in need of the program. It will also solicit information about additional services that parents need (ESL, GED, Concilio's PASE program, etc.) so we can help participating families support their students. Centers will also always seek and consider current teacher/counselor evaluations and referrals throughout the school year to help ensure current participants are benefiting from the program and help identify new students who should be prioritized into the program.

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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.

As noted in the response to Statutory Requirement 1, Trinity Basin's student demographic significantly exceeds the State's general student percentage of students who are designated as ELL, At Risk, and/or Economically Disadvantaged. The proposed after-school program will provide TBP's most challenged students with an opportunity to greatly improve their academic achievement and increase their linguistic and social development. These direct impacts will also have a positive impact on the campus attendance, participation and attentiveness in class, motivation to learn both in and out of the classroom, and improved behavior. More specifically, the specific ACE program objectives that address this question include:

Academic – Achieve an 80% passing rate for students in all sections of the STAAR testing
Academic – Achieve an 85% or higher passing rate for ACE participants in reading
Attendance – Improve rates of attendance to 97.5% as measured by average daily attendance rate
Behavioral Referrals – Reduce the number of behavioral referrals for each campus by 10% as measured by PEIMS data
Student Engagement – Improve ACE participants engagement during the normal school day as measured by six-week survey data and comments obtained from campus teachers

The Clayton Youth after-school program curriculum is designed to improve participants academic achievement which will help leverage the progress TBP has in the past few years to close the achievement gap for the students it serves. The improved performance will be noted in better grades, higher proficiency percentages particularly in core subjects, and will ultimately result in one or more distinctions with a focus on achieving student proficiency in ELA/Reading. This will be accomplished by ensuring participants complete their homework, engage in enrichment learning opportunities designed to reinforce classroom learning objectives and improved literacy.

During the school year TBP students are given work to complete at home, but the quality and timeliness of the work that is returned has historically been an issue for students who struggle. Families that choose to send their children to Trinity Basin are generally supportive of their child's education, but due to the high concentration of ELL and Economically Disadvantaged students most families lack the necessary time, literacy skills, educational background, or ability to assist with their child's homework. Providing after-school participants with a safe place to complete homework combined with knowledgeable staff to help them learn concepts will ensure homework is turned in on-time and is completed satisfactorily. This will increase the classroom's ability to provide students with more homework assignments, give participants a better sense of accomplishment thereby encouraging them to feel more connected to the classroom, and ultimately improve everyone's classroom experience. Completing homework after-school also provides participants with valuable soft skills including, but not limited to: greater self-direction, self-discipline, organization, and more independent problem solving. As previously noted, the program will also offer meaningful parent involvement including participation in the Concilio's Parents Advocating for Student Excellence (PASE) Program. The nine-week program is offered in both English and Spanish and is designed to empower parents to help their children succeed both academically and socially.

The connection that homework provides to the classroom also provides an opportunity for the after-school program to reinforce the same concepts when students engage in enrichment activities. Enrichment activities will follow intentional design tied to the relevant TEKS aligned lesson plans that are being taught in the classroom. This will enhance the learning that take place in the classroom by either reinforcing the lesson or pre-teaching it, thereby providing additional opportunities for children to process, to practice, and to reflect upon the experience. Enrichment activities will also help to motivate and inspire students who are not served well by the tight time constraints that are imposed during the school year to prepare students for standardized testing. After-school programming can significantly aid ELL students' ability to grasp certain concepts with greater use of project-based learning activities and greater amounts of time to focus on the activities. These projects can be designed to be more personally meaningful to ELL students and offer opportunities for authentic uses of language and support students' spontaneity, creativity, engagement, ability to have fun, and idealism. All these benefits will help prepare them keep up with classroom learning objectives.

Lastly, particularly for the younger ELL participants, the enrichment activities will greatly aid in expediting the development of linguistic and social skills. Studies have shown that ELL students from predominately economically disadvantaged families have a listening vocabulary that is only one-third the size of their more affluent peers and they have significantly less access to reading material. Estimates indicate these children may hear as many as 30-million fewer words than do their middle-income peers before reaching kindergarten, impeding important precursors to literacy like vocabulary acquisition and language development.

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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.

Clayton currently operates more than 80 enrichment programs in Tarrant County. While every one of these programs is tailored to the specific needs of the community being served, all Clayton enrichment activities are intentionally aligned to best practices for after school programming, and each individual program session for both students and families is designed to improve academic achievement. Research confirms that students who participate in this type of quality after school programming show academic improvement, better attendance, and more interest in school. (Evers, 2014; Naftzger, et al, 2014) A significant multi-year, multi-site study, which included Clayton-run programs, examined the effect of persistent afterschool participation on student academic achievement. Data indicated that the more years and the more days per year a student participated in the program (regardless of the location of the program), they were more likely to pass core courses, have better school attendance, and receive fewer discipline referrals compared to those students who stopped attending or were unable to attend due to a lack of programming at their campus, ("Examining the Relationship between Persistence in Attendance in an Afterschool Program and an Early Warning Index for Dropout," King, Dissertation, 2013). TBP will leverage Clayton's experience and curriculum to benefit students in need.

It is not just tutoring or an extension of school day classes that appear to be responsible for the gains shown by these and other studies, but the idea that students are participating in a wide range of expanded experiences with caring and well-trained leaders in a small-group environment that supports exploration of new ideas while reinforcing the classroom TEKS aligned learning objectives. In a high quality after school program, students who have both voice and choice enjoy learning in a setting that encourages exploration of school day topics through innovative, integrated hands-on activities. In a Clayton/TBP program a student who is having difficulty with writing would receive tutoring assistance aligned to specific deficits in understanding as shown by benchmark tests, but would also be encouraged to participate in drama classes to assist with understanding character and story construction, or to get more hands-on in an arts and crafts class where they learn to tell stories graphically, or to write an article for the campus newsletter in journalism class to demonstrate "real-life" elements of sharing written information. Students experiencing difficulties in science would receive tutoring on specific science topics to keep up with their class, but could also participate in physics experiments to explore properties of motion, build and fly a drone which integrates technology, teamwork, and creative problem-solving. Math will be incorporated into many different activities, from cooking classes that use measuring and increasing proportions of recipes to teach fractions as well as nutrition, to table games such as dominoes that encourage recognizing sets.

Clayton encourages participation in special events such as an annual Cardboard Boat Regatta sponsored by River Legacy Park and held at Six Flags Hurricane Harbor, the city-wide Expressions That Move You Art Contest, and the county-wide Clayton International Festival. These events are exciting, high-profile community contests or festivals where our students develop teamwork and leadership skills in addition to learning about engineering by building and sailing a 6-person cardboard boat, or exploring communications and marketing by creating posters encouraging use of mass transit, or practicing research and presentation skills as preparation for the Clayton International Festival.

Students, parents and certified school day teachers are all involved in the process of choosing activities and areas of focus. With the assistance of the Site Director, after school instructors create detailed lesson plans that describe specific activities and their intentional relationship to classroom academic achievement. Site coordinators and their Project Director monitor class sessions for alignment to plans, and ensure that students are receiving individualized attention and appropriate opportunities for exploring concepts that will assist with their areas of need for academic advancement.

In summary, Clayton 21st CCLC programs include opportunities for: homework assistance and tutoring; health and recreation through individual and team sports; self-care through nutrition/cooking classes and development of social and emotional learning skills; hands-on STEM and arts activities (STEAM); community service; cultural exploration; book clubs and literacy activities; career exploration; and many other activities. Family engagement activities will include opportunities for celebration and recognition as well as classes to assist parents in supporting their child's physical, social and emotional health as well as their academic success.

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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

Trinity Basin Preparatory, an open-enrollment charter school district serving Dallas, Fort Worth, Mesquite, and Clayton Youth Enrichment (Clayton), a community-based organization based in Fort Worth have entered into a partnership agreement with the intent to develop and sustain high quality after school programs at each of Trinity Basin's 6 identified campuses if awarded this 21st CCLC grant. The district will act as fiscal agent and will work with Clayton's experienced leadership team to coordinate responsible management of grant funding. Clayton currently serves campuses in Tarrant County only so this grant will help to expand the Clayton's reach and help support the needed infrastructure for Clayton to then continue expanding in Dallas County. Attached to the application is a Memorandum of Understanding outlining the intended partnership. It is signed by the CEOs of Trinity Basin Preparatory and Clayton Youth Enrichment.

Providing after school enrichment activities to our students has been a long-term goal for Trinity Basin leadership. By partnering with Clayton, Trinity Basin will be able to immediately make an impact by leveraging their extensive experience in developing, providing and sustaining high-quality after school enrichment programs. The goal of this partnership is to use the structure and support of the Texas ACE Blueprint and 21st CCLC resources to build and customize a strong, research-based after school program framework that will be replicated on new campuses as the district grows. A detailed, high-quality research and evaluation plan will be ready for implementation on the first day of programming and will provide both partners with longitudinal data that will support sustainability efforts as 21st CCLC funding ends.

Clayton's program leadership and Trinity Basin's campus leadership will be active partners in the planning, development and evaluation of the after-school programs offered under 21st CCLC funding. Student data will be made available to the contracted external evaluator that will allow detailed monitoring and evaluation of program effectiveness (per FERPA guidelines). Trinity Basin will engage and house two Family Engagement Specialists – each serving three campuses – to assist in facilitating family and community connections. The district will also facilitate the employment of certified teachers in the after-school program to provide targeted academic assistance. Clayton will assist with managing the day-to-day operations of the program including oversight, staff training, and data management.

Both Trinity Basin and Clayton have established relationships with many local businesses, community organizations and nonprofits who will work with us to offer high quality after school programs. Examples of current partners include the Girl and Boy Scouts, the Fort Worth Police Department, North Texas Food Bank, Tarrant County Literacy Council, the Dallas Symphony Orchestra, and the Boys and Girls Club. Both organizations continue to develop new partnerships in response to identified needs in the communities we serve. For example, in a 21st CCLC program, Trinity Basin families would benefit from a new partnership facilitated by Clayton with The Concilio, a Dallas-based agency whose mission is to build stronger communities by empowering parents to improve the education and health of their families. If awarded, The Concilio will provide their Parents Advocating for Student Excellence (PASE) Program which teaches parents how to take a participatory role in the academic success of their children, identify academic challenges their children may face and how to overcome those obstacles, and set high academic expectations for their children including goals for higher education. PASE teaches parents in at-risk neighborhoods how to positively impact their child's education through active engagement with the public-school system as well as the creation of a home environment supportive of learning and healthy communication.

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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.

In a 2005 study, SEDL and the U.S. Department of Education identified five key research-based elements of after school programs which improve academic performance and postsecondary success, and each of these are key elements in the Clayton/TBP program activities and are very closely aligned to the TEA Critical Success Factors:
1) Offer a broad array of enrichment opportunities to spark student interest and expand their goals. 2) Opportunities for skill building and mastery are offered through specialized programs that allow practicing new skills in anticipation of exhibiting them to their families and communities. 3) Intentionally build relationships between the after-school provider, the school, students and families through orientation, training and establishment of participant norms set a positive tone for improvement and participation. 4) Provide a strong, experienced leader with trained staff, increased community connections and improved programming 5) Maintain a positive relationship between the CBO and the school which allows for daily flexibility with administrative support. Clayton is also committed to embedding social and emotional learning (SEL) opportunities into all of our after-school programming. The leadership of Clayton expects that the benefits of SEL in our after-school programs will impact our community far into the future. Self-management, goal setting, decision making, social awareness, healthy communication skills – all of these contribute not only to academic success, but to career success, personal fulfillment and strong family and community relationships. Research has shown that the benefits of intentionally integrating social and emotional learning into school activities include a positive impact on school climate and important, long-term benefits to students. A meta-analysis of 213 rigorous studies of SEL in schools (Durlak, Weissberg et al., 2011) indicates that students receiving quality SEL instruction demonstrated:
•better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
•improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;
•fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and
•reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.
Continuous improvement is a hallmark of Clayton programs. The evaluation model includes both formative and summative evaluation components led by a highly respected, very experienced after-school program evaluator. Formatively, the program uses site observations, interim data reports, and regular meetings to ensure consistent data collection and review. This consistent review of data allows program leadership to make changes when needed to address any issues or concerns and keep the program on track to meet outcomes. In addition, all stakeholders are involved in the evaluation process as student, parent, staff, principals, and classroom teachers are important voices in the continued success of the program and achievement of student outcomes.

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 has never been provided for students to or from Trinity Basin Preparatory. Parents who enroll their students at TBP know that they are responsible for ensuring they arrive   Students attending TBP are dropped off at school and are released to their family or an authorized adult designated by the parent or guardian at the end of the program day. Parents or guardians are required to sign out students when they are picked up at the school, and if transportation is different from the standard for the student (such as walking instead of parent pick-up), written parental permission is required in advance.

Transportation for the Program will follow the same plan, but will require participating students to have a authorized adult(s) pick up them up at the end of the day.

Should transportation for educational field trips during the summer program or special events be necessary, services will be contracted with a licensed commercial transportation company to originate from and return to the appropriate campus.

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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.

Trinity Basin has established several means of communication with parents and would collaborate with Clayton to successfully disseminate information about the Texas ACE program. Information about the after-school program will be disseminated to TBP families using multiple means of communication. Printed information about the program's availability will be provided to all student families. Each campus lobby will contain various print media about the program including posters, flyers, and enrollment forms.

In August written invitations from principals will be sent home to all parents or guardians. Invitations will be followed-up telephone calls as needed to ensure high need families are given every chance to participate in the program. Bi-lingual Clayton and TBP staff will attend beginning of the school year events (including open houses and new student orientation) to provide information on the program and speak to families about the program as appropriate. All print material will be provided in both English and Spanish.

TBP's website (www.trinitybasin.com) will post information about TBP's 6 locations and a link to Clayton's website (www.claytonyouth.org) for more information about their Quest curriculum. The TBP website will provide additional information about the program at each location.

Clayton and TBP routinely send out press releases on special programs and activities in our after-school programs, and invite community partners to visit the center and become a part of the activities. Community partners are an important part of Clayton programming and staff will ensure that local partners are aware of the program and can share Clayton contact information with prospective families.

TBP also regularly uses Facebook to highlight current campus events and future community-based opportunities for our parents and students. TBP continues to see an increase in social media engagement and with almost 2,900 active followers each post regularly has parents sharing on their personal pages. Facebook posts about the program will be done each week until target enrollment in the after-school program is achieved. Lastly, TBP has cultivated a network of engaged parents in the district through an internally developed program called TBP Parent University. TBP Parent University gives parents an opportunity to engage with staff either in-person or now virtually to educate themselves about various topics ranging from potty training your toddler to how to select the best high school for your 8th grade student. Parent University will feature the after-school program as its first topic of the 2021-2022 school year to help ensure parents receive and help spread information about the program.

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.

Trinity Basin continues to carefully budget and apply its resources where it can have the most impact on student performance. To date, that has historically been in the classroom so the budget has not been able to support the creation of an on-site after-school program. Trinity Basin's audited financial statements for the year ended August 31, 2020 present $20 million of net assets at year-end. That is a prudent level of net assets for a district the size of TBP. With careful and deliberate financial planning and conservative levels of enrollment growth Trinity Basin's net assets are projected to consistently support a Charter FIRST rating at A "("Superior"). As noted previously, Trinity Basin continually works to apply an increasing percentage of operating funds to its campuses and classrooms. For the year ended August 31, 2020 almost 75% of all expenses were program related services with the lion share of that (59.7% of all expenses) being applied to instruction. Total revenue of $43 million came primarily from state program revenue (87.4%) followed by federal program revenue (11.5%) and modest local support (1%).

Trinity Basin's Title I funding is used in part to fund one parent liaison for the whole district and a student support specialist at each campus. Both positions require being able to speak English and Spanish and while these employees will continue to provide services during the normal school day, a new after-school program will benefit from their established relationships with parents and students while working with both to enroll priority students in the program and ensure they are benefiting from their inclusion.

Trinity Basin has a development function tasked with finding and obtaining additional resources that can be used to further support TBP's program services. Additionally, due to careful budgeting and continued enrollment growth, Trinity Basin's financials are projected to grow stronger which will result in greater flexibility to apply financial resources in areas that have historically been unattainable to this point. If awarded 21st Century Funding, Trinity Basin would leverage the award by working to recruit and serve significantly more than 500 students in its after-school program. The added expense of participating students over and above the 500 funded by the 21st Century Grant would be budgeted and paid for with additional third-party funding and future state program revenue as needed.

The 21st Century Grant would allow Trinity Basin to start a high-quality, research based after-school program in the 2021-2022 school year by providing the necessary base funding for Trinity Basin to partner with a trusted leader in after-school programming.

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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.

TBP will aggressively work to ensure sustainability of the after-school program at all six campuses once funding for this grant ends. TBP currently operates two campuses in Fort Worth, four campuses in Dallas, and one in Mesquite. At a local level there are substantial financial resources available in both cities and the partnership between Clayton and TBP will help grow the partnership's resource base within the DFW Metroplex. Clayton has an established development department that has many established funding partners and TBP has recently created a development department. Clayton is committed to helping TBP's development function in securing future funding that will be applied to after-school programming. Collaboratively the two organizations will continually seek local funding by leveraging existing relationships and developing new ones during the duration of the grant period. Additionally, as TBP continues to grow enrollment and the number of campuses it operates, the two organizations will work to source additional funding that can be used to ensure new campuses are also served.

Trinity Basin is committed to doing more to meet the need of our students and their families. As part of that cornerstone commitment, TBP continues to devote an ever-increasing percentage of operating funds to activities that support academic achievement while balancing that commitment with sound fiscal responsibility. This commitment includes being prepared to devote operating funds to help ensure the sustainability of the after-school program in the sixth and subsequent years. TBP's commitment to supporting academic achievement can be seen in TBP's desire to hire the best and brightest teachers. TBP increased its starting pay to $53,000 for 2020/2021. In addition to putting a greater percentage of operating funds in the classroom, TBP is committed to improving its financial stability. TBP's 2019/2020 Charter FIRST rating was a A "Superior". The Superior rating is the highest level in the FIRST scoring and it will improve TBP's financial flexibility to devote more operating funds for enrichment activities outside of the standard core curriculum taught during the school day. TBP's Board is unanimously in favor of moving forward with an after-school program that can be successful and sustainable and the partnership with Clayton combined with the funding from the 21st Century Grant will enable TBP to implement a high quality after school program much sooner than TBP could possibly contemplate doing so on its own and the program will have an immediate positive impact on the students who enroll. TBP is confident that the partnership with Clayton will generate sufficient outside funding to sustain the program beyond the fifth year of grant funding and at that point TBP's financial wherewithal will be strong enough to sufficiently fill any funding gap that might exist at that time.

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)

Due to the pandemic Trinity Basin Preparatory and Clayton do not intend to recruit volunteers to work in the after-school program during the first year of the program.

In future years, community members from local community groups will be sought to assist with program events, committee openings, student assistance and mentoring needs for family and community members. If in future years when volunteers are included, they will be subject to background checks prior to participating in program activities. One time or special event volunteers will also be required to meet all standards set by Trinity Basin/Clayton for involvement on campus.

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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.

With 40 years of experience, Clayton knows that more engaging and compelling the program design, the more demand students have to attend, and the excitement to participate in the after-school program helps to improve their school-day attendance. The program goals related to attendance include: Achieving rates of attendance at 97.5% for all periods as measured by average daily attendance rate in the program and conducting surveys of parents with students in the program and obtaining a response rate of 90% to help assess the degree of involvement and satisfaction that parents and students have with the program. Strategies to improve attendance in the program include: Soliciting student voice and choice to ensure ongoing program attractiveness; Sharing campus, district, and program attendance goals with students and parents through meetings, one-on-one sessions, parent newsletters, school marquees, social media, and weekly folders; Offering a great array of 21st CCLC academic enrichment, sports/recreation, art/music, cultural/social, and service-learning activities that encourage attendance at school and in the program as well as parent support for the program. A good portion of the Family Engagement Specialist's time will also be dedicated to communicate directly with parents regarding the impact of their child's absences and to acknowledge and celebrate positive attendance results and trends.

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.

Clayton has a well-defined administrative structure for development, budgeting and management of quality after school programs. In this partnership, the Clayton Grants Division will help guide program management. TBP's Project Director (PD) will bear responsibility for program activities, partner communications, and fiscal and program compliance. Clayton will help the Project Director (PD) ensure coordination of grant activities across all administrative areas (budgets, payroll, hiring, purchasing, training, etc.) and offer additional support as needed to assure program success. The Project Director will work closely with leadership in both organizations (CEO, CFO, Chief Academic Officer, Director of Development, Director of Administration) to ensure that these new after school programs are meeting the needs of the students and the goals of the district. Clayton's Director of Development brings more than 17 years of experience managing 21st CCLC programs to this partnership and will act as a resource in program development and sustainability efforts. TBP's PD will manage all Site Coordinators, assure quality and ensure all data reporting systems are being followed. The PD will work with evaluators and quality assessment/training contractors to conduct regular program observations and assess program quality and staff training needs. Regular monthly meetings involving district/school administration, designated campus liaisons, and site supervisors will address program needs and maintain alignment with the campus educational improvement plan and district priorities. The PD will work with TBP's administrative staff to ensure purchasing, payroll, attendance and other data and correspondence are processed in a timely manner and in accordance with grant rules. Site Coordinators will oversee the daily operations and activities of the centers. The Site Coordinator is responsible for all onsite aspects of the program. Site Coordinators are responsible for ensuring that the Family Engagement Specialist have the support needed to implement the family and parent education component of the grant. As described above, they will attend weekly meetings to provide updates on the center's progression toward fulfilling the goals prescribed by TEA and proposed in the grant application. All student level data entry and the overall management of the program will be the responsibility of the Site Coordinator. Clayton is a leader in training opportunities for after school program staff, and frequently provides specialized training for other school-age program providers. Paid training days are included in the budget, and personnel are encouraged to provide feedback at regular staff meetings and share information on any available outside trainings. The Project Director and Site Coordinators review program activity plans and often observe in classrooms for implementation of strategies and techniques. Quality assessments will also be completed by external evaluators to identify gaps in training and make recommendations to address them. Additional training is provided to struggling staff, and if improvements are not made after mentoring and modeling techniques, reassignments or terminations are made to assure that services remain at an exemplary level.

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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		Barrier	
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)	

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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

#	Activity	Amount
1.	Salaries - Program Director, Site Coordinator, Parent Engagement Specialist, Instructors	600,000
2.	Benefits	125,000
3.		
4.		
5.		

Professional and Contracted Services

#	Activity	Amount
6.	External Evaluation	12,500
7.	Curriculum, Site Assessments, Coaching, Support Services	175,000
8.	Community-based enrichment providers	21,500
9.	Staff training	20,000
10.	Other (background checks, audit, parent engagement)	20,000

Supplies and Materials

#	Activity	Amount
11.	Supplies for program enrichment activities	115,000
12.		
13.		
14.		

Other Operating Costs

#	Activity	Amount
15.		
16.		
17.		

Capital Outlay

#	Activity	Amount
18.		
19.		
20.		

Direct and indirect administrative costs: 1,089,000

TOTAL GRANT AWARD REQUESTED: 1,089,000

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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Center Operations Schedule

County-district number or vendor ID: 057813

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	057813101	10th St. Campus – 876 W. 9th St., Dallas, TX 75208 (214)296-9302	0	PK to 4	75	45
2	057813101	Ewing Campus – 808 N. Ewing, Dallas, TX 75203 (214) 942-8846	0	PK to 4	75	45
3	057813101	Jefferson Campus – 855 E. 8th St., Dallas, TX 75203 (214) 941-4881	0	5 to 8	100	60
4	057813101	Ledbetter Campus – 2524 W. Ledbetter Dr., Dallas, TX 75233 (214) 442-2630	0	PK to 8	75	45
5	057813104	Pafford Campus – 101 E. Pafford St., Fort Worth, TX 76110 (817) 840-7501	0	PK to 8	100	60
6	057813105	Mesquite Campus – 2901 E. Meadows Blvd., Mesquite, TX 75150 (214) 443-6770	0	PK to 8	75	45
7						
8						
9						
10						

Texas ACE **Center Operations Schedule (one per center)**		**Program Year 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	057813101	10th St. Campus – 876 W. 9th St., Dallas, TX 75208 (214)296-9302	PK to 4	75	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	08/11/21	12/17/2022	17
Spring Term	01/06/22	06/02/2022	20
Summer Term	06/05/22	07/01/2022	3
Total number of weeks:			40

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			3:15	6:15			3:15	6:15	7:45	11:45		
Tuesday			3:15	6:15			3:15	6:15	7:45	11:45		
Wednesday			3:15	6:15			3:15	6:15	7:45	11:45		
Thursday			3:15	6:15			3:15	6:15	7:45	11:45		
Friday			3:15	6:15			3:15	6:15	7:45	11:45		
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A
Parent/Legal Guardian Activities	Concilio PASE Program, GED/ESL, TBP Parent University

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	057813101	Ewing Campus – 808 N. Ewing, Dallas, TX 75203 (214) 942-8846	PK to 4	75	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	08/11/21	12/17/2022	17
Spring Term	01/06/22	06/02/2022	20
Summer Term	06/05/22	07/01/2022	3
Total number of weeks:			40

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			3:30	6:30			3:30	6:30	7:45	11:45		
Tuesday			3:30	6:30			3:30	6:30	7:45	11:45		
Wednesday			3:30	6:30			3:30	6:30	7:45	11:45		
Thursday			3:30	6:30			3:30	6:30	7:45	11:45		
Friday			3:30	6:30			3:30	6:30	7:45	11:45		
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A
Parent/Legal Guardian Activities	Concilio PASE Program, GED/ESL, TBP Parent University

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	057813101	Jefferson Campus – 855 E. 8th St., Dallas, TX 75203 (214) 941-4881	5 to 8	100	60
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	08/11/21	12/17/2022	17
Spring Term	01/06/22	06/02/2022	20
Summer Term	06/05/22	07/01/2022	3
Total number of weeks:			40

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			3:15	6:15			3:15	6:15	7:45	11:45		
Tuesday			3:15	6:15			3:15	6:15	7:45	11:45		
Wednesday			3:15	6:15			3:15	6:15	7:45	11:45		
Thursday			3:15	6:15			3:15	6:15	7:45	11:45		
Friday			3:15	6:15			3:15	6:15	7:45	11:45		
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A
Parent/Legal Guardian Activities	Concilio PASE Program, GED/ESL, TBP Parent University

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	057813101	Ledbetter Campus – 2524 W. Ledbetter Dr., Dallas, TX 75233 (214) 442-2630	PK to 8	75	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	08/11/21	12/17/2022	17
Spring Term	01/06/22	06/02/2022	20
Summer Term	06/05/22	07/01/2022	3
Total number of weeks:			40

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			3:45	6:45			3:45	6:45	7:45	11:45		
Tuesday			3:45	6:45			3:45	6:45	7:45	11:45		
Wednesday			3:45	6:45			3:45	6:45	7:45	11:45		
Thursday			3:45	6:45			3:45	6:45	7:45	11:45		
Friday			3:45	6:45			3:45	6:45	7:45	11:45		
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A
Parent/Legal Guardian Activities	Concilio PASE Program, GED/ESL, TBP Parent University

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	057813104	Pafford Campus – 101 E. Pafford St., Fort Worth, TX 76110 (817) 840-7501	PK to 8	100	60
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	08/11/21	12/17/2022	17
Spring Term	01/06/22	06/02/2022	20
Summer Term	06/05/22	07/01/2022	3
Total number of weeks:			40

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			3:45	6:45			3:45	6:45	7:45	11:45		
Tuesday			3:45	6:45			3:45	6:45	7:45	11:45		
Wednesday			3:45	6:45			3:45	6:45	7:45	11:45		
Thursday			3:45	6:45			3:45	6:45	7:45	11:45		
Friday			3:45	6:45			3:45	6:45	7:45	11:45		
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A
Parent/Legal Guardian Activities	Concilio PASE Program, GED/ESL, TBP Parent University

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	057813105	Mesquite Campus – 2901 E. Meadows Blvd., Mesquite, TX 75150 (214) 443-6770	PK to 8	75	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	08/11/21	12/17/2022	17
Spring Term	01/06/22	06/02/2022	20
Summer Term	06/05/22	07/01/2022	3
Total number of weeks:			40

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			3:30	6:30			3:30	6:30	7:45	11:45		
Tuesday			3:30	6:30			3:30	6:30	7:45	11:45		
Wednesday			3:30	6:30			3:30	6:30	7:45	11:45		
Thursday			3:30	6:30			3:30	6:30	7:45	11:45		
Friday			3:30	6:30			3:30	6:30	7:45	11:45		
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A
Parent/Legal Guardian Activities	Concilio PASE Program, GED/ESL, TBP Parent University

Memorandum of Understanding

Trinity Basin Preparatory, Inc. (Trinity) and Clayton Youth Enrichment (Clayton) affirm the mutual intention to work as partners on the 21st Century Community Learning Centers, Cycle 11 project. The partners will work together to create after school programs at six Trinity campuses that provide a broad array of youth development and academic enrichment activities to help students meet state and local standards in core subjects. The parameters of the partnership are summarized below.

Roles and responsibilities of Trinity

- Serve as the fiscal agent and will host the program on its six campuses.
- Ensure staff members working with the program are familiar with the grant requirements.
- Share information and work with Clayton staff to ensure programs are responsive to identified needs of the students and their families.
- Manage operational details to ensure that the transition from school day to the afterschool time is seamless.
- In coordination with Clayton, ensure project data is collected and reported to the Texas Education Agency in a timely manner.
- Employ all on-site program staff and ensure all are appropriately screened in accordance with the requirements of the project.

Roles and responsibilities of Clayton

- Provide the Clayton Quest curriculum and program framework guide to be used for the term of the project.
- Support Trinity program staff by offering training in child development, social emotional learning, program and student assessment, and 21st CCLC program operations and other best practices.
- Ensure Trinity staff working with the program are familiar with the grant requirements.
- In coordination with Trinity, ensure project data is collected and reported to the Texas Education Agency in a timely manner.
- Facilitate program assessment by conducting site observations, coaching for program quality and fidelity, and consolidating data.
- Train Trinity staff in student-level DESSA assessment and facilitate data analysis.
- Coach Trinity program staff in using student data to inform program adjustments.
- Prepare an annual program evaluation report that measures goal achievement and will guide future planning.

The items above reflect the framework of the partnership between Trinity and Clayton. Once notified of project award, the details will be further outlined.

Randy Shaffer   Date 1/21/21
CEO
Trinity Basin Preparatory, Inc.

Jason Ray   Date 1/20/2021
President/CEO
Clayton Youth Enrichment