



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA will be released.

4. Identify/Address Needs

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

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

BGCGH takes a whole child approach to identifying and addressing academic and non-academic barriers to student success. BGCGH staff work together with all stakeholders (i.e., students, parents, school and district partners, and community organizations) to effectively meet the needs of Harris County students and families by collecting and analyzing data and creating service plans based on that data to support improved student achievement. This process included community meetings, consultative conversations, and surveys to understand the needs and gaps faced by parents, teachers, students, administrators, mental health providers, and other organizations that serve youth and families. Data sources that informed the process included: Texas Academic Performance Report (TAPR), School Title I Parent Surveys, School Comprehensive Needs Assessment reports for ESSER and for School Improvement Plans, HISD Wraparound Services Comprehensive Student Needs Assessments, Understanding Houston community data analysis, Rice University Community Needs Assessment of Harris County 2020, and Every Texan KIDS Count data. BGCGH proposes to establish Texas ACE programs in 8 high-needs schools across 3 Greater Houston independent school districts (Houston ISD, Spring Branch ISD & Pasadena ISD) in Harris County, the third largest county in the U.S. Houston received an overall crime grade of "D", where a crime occurs on average every 1 minute (crimegrade.org). None of the proposed school sites currently have TX ACE programs, and BGCGH proposes to serve 13%-22% of each school's enrollment. Students in the targeted schools are performing below grade level (on average 79% not meeting grade level Math and 76% not meeting Reading TAPR) and face significant challenges of food insecurity, school mobility, neighborhood violence, depression, poverty, English as a second language, and absenteeism (see Strategic Plan). Across Texas, unmet demand for afterschool programs is at an all-time high, with more than 2.5 million children who would be enrolled in a program if one were available. This demand was reiterated at each of the proposed school sites by parents and students in surveys. The highest need areas identified by students were enrichment activities, physical health and mental health support. For example, in Pasadena ISD, stakeholders cited tutoring, afterschool and summer programs as the most important services to accelerate learning. Parents and students across the sites reported the most common barriers to participation as language, knowledge and cost. For example, 56% of HISD elementary students reported a desire to participate in enrichment activities if available. They also reported mental health challenges (67% at least 1 mental health stressor; 32% negative emotions or feelings; 31% paying attention in class), and 67% not having at least one basic need met (e.g., enough clean clothes or food). SBISD students attending schools on the northside of I-10 face limited resources and challenges of educational equity, with 70%+ of the student population ELS. The stated needs far exceed the existing assets provided through school turnaround initiatives (e.g., Achieve 180, T-2-4), and in the community as identified in the Strategic Plan. To meet these needs, the program will provide homework help, tutoring, academic enrichment, career exploration, STEM, character education, social emotional skills, fitness, and the arts. These services are particularly important for working parents, of which 25% stated they need afterschool care to work, and 80% indicated difficulty paying for child care (2021 SMU Getting Back to Work Study).

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5. Measurable Goals and Progress

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

BGCGH has specified SMART goals in the Strategic Plan. Percentage targets for each goal were set based on benchmark data gathered in the needs assessment process and are designed to support school improvement plan growth objectives. The evidence-based interventions proposed by BGCGH have demonstrated efficacy in increasing academic growth for the target population. To ensure participation goals are met, the following attendance benchmarks will be monitored: 100% of BGCGH ACE centers will meet or exceed targeted student 60 day attendance goals (specified on Strategic Plan by center) as measured by TX21 attendance, and 50% of families will participate in at least one monthly engagement program. To continuously monitor progress toward the academic performance goals, BGCGH will track the following benchmarks: 70% of all regularly participating students (60 days or more) will improve their Math grade or maintain an A or B average all year; 70% of all regularly participating students (60 days or more) will improve their Reading grade or maintain an A or B average all year; 70% of regularly participating students (60 days or more) receiving Tier 2/3 services will demonstrate growth in Reading as measured by BookNook assessments each six-weeks; 70% of regularly participating students (60 days or more) receiving Tier 2/3 services will demonstrate growth in Math as measured by Zearn assessments each six-weeks. BGCGH partners closely with school personnel and families to identify and refer students who meet at least one of the following risk factor criteria: not proficient in Reading and/or Math, chronically absent, and/or experiencing discipline challenges. The program will accept students on a first come, first served basis with priority given to those students identified with educational difficulties (i.e., not meeting grade level on STARR, etc.) These identified needs directly align with and support the partner school's improvement plans including: Improving early literacy and numeracy skills, improving content mastery, developing social and emotional skills, improving parent communication, developing collaborative partnerships, improving relationships between home and school, improving physical and mental wellness for all, and ensuring a positive learning environment. A multi-faceted recruitment plan will ensure as many families as possible are aware of the program. Information will be given out at school registration and recruitment flyers will be strategically placed throughout the community to reach high need students and families. BGCGH will also distribute program information through partner organizations such as food pantries, community collaboratives, and other social agencies that provide services to families. BGCGH staff will recruit and support retention by participating in school functions, such as guest speakers and classroom helpers, to build relationships with students, families and teachers. Effective strategies such as recruiting middle school students in pairs or groups and having students and parents serve as peer recruiters through word-of-mouth will also be used. Retention is achieved by offering a diverse set of activities aligned to student interests; employing well trained, caring staff who build strong relationships with students and engage with them; knowing students individually and addressing barriers to participation as soon as they arise; setting participation and attendance goals and providing recognition and incentives; making sure students feel welcome; and monitoring attendance closely and reaching out via phone or in person when absences occur. BGCGH staff recruitment and selection practices include education, experience, interpersonal skills, and abilities. Research suggests that while education and experience are important criteria to consider when hiring staff, personal characteristics such as the ability to connect with youth are equally, if not more, important for achieving positive outcomes with youth. Efforts will be made to recruit staff directly from the community to be served, ensuring that staff are representative of the community and familiar with challenges facing local youth. BGCGH implements best practices in attracting and retaining staff, including compensation, professional development and a coaching environment. BGCGH ensures strong program operations and fidelity to the program model by providing sufficient oversight, maintaining appropriate staff to student ratios, aligning program content with TEKS to reinforce school-day learning objectives, having written and monitored policies and procedures, providing detailed reviewed lesson plans and implementing a continuous quality improvement (CQI) model.

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6. Project Evaluation and Modification

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

BGCGH is committed to formal regular assessment and evaluation of its TX ACE program using a continuous quality improvement (CQI) model (i.e., plan, do, check, refine/adjust). BGCGH has 20 years of experience using data to improve and consistently increase program impact, and uses the Texas ACE Quality Accountability System rubric to work toward "optimizing" in each quality standard subcomponent using the CQI model. TX ACE quality monitoring is implemented each fall, winter and spring. To support real-time program refinement, the center coordinator also regularly monitors data toward benchmark objectives and goals, holds staff members accountable for improving activity planning and quality of instruction based on feedback, and facilitates staff and school communications and stakeholder input to adjust strategies and tactics as necessary. BGCGH will contract with an experienced independent evaluator well-versed in ACE Program requirements to perform formative and summative assessments. Data will be collected three times per year: before program start, at mid-year and upon conclusion of the school year. Data sources will include program enrollment data; student report cards; student attendance records; on-time grade-level advancement numbers; discipline records; and teacher reports provided by the ISD partners as de-identified quarterly/annual reports. They will also employ qualitative collection, such as student, staff and parent surveys; and on site visit observations. BGCGH also establishes Advisory Councils at each center school site which meet quarterly to review progress and the afore-mentioned reports and advise on program improvement. Interim and annual evaluation reports will provide recommendations that will also be shared with the Program Director and Site Coordinators who lead the continuous improvement process and use findings to inform program design, develop action steps around prioritized needs, and optimize program implementation. This system ensures that the ACE program will progress towards goal achievement and program sustainability. BGCGH leverages positive evaluation results to attract new ACE participants and to secure sustainability funding.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

BGCGH proposes a comprehensive youth development program that promotes positive student outcomes by fostering positive relationships and providing support to develop young people’s assets. The afterschool program design components will be mirrored in the summer program with the addition of educational field trips and expanded enrichment opportunities, such as STEAM camps. The program is designed to improve academic achievement and overall student success using the Multi-Tiered Support Systems (MTSS) framework. Using school student assessment data, student academic and behavioral support challenges are identified and differentiated instruction and services are provided to meet student’s individual needs. The MTSS model includes three tiers: Tier 1 - universal (i.e., interventions for all students), Tier 2 - targeted (i.e., interventions for students experiencing difficulty in academics or behavior), and Tier 3 - intensive (i.e., individualized instruction, sustained over time with progress monitoring). All BGCGH TX ACE students will participate in Tier 1 supports including: Power Hour (i.e., provides concept reinforcement activities that build on what students learn in school and affords students support, materials, and program time to complete their homework), Project Learn, (i.e. evidenced-based program strategy that infuses high-yield learning activities into all program offerings, such as leisure reading, writing activities, STEAM, discussions with knowledgeable adults, opportunities to help others, and games that develop and build cognitive skills). Using TX ACE's approved HQIM (BookNook for reading and Zearn for math), BGCGH provides accelerated learning Tier 2 support in a 1:15 staff to student ratio for those students who are struggling on report card grades or not meeting state standards. Additional Tier 2 reading supports include small group reading, literacy games and activities to build phonemic awareness, phonics skills, reading fluency, vocabulary and text comprehension. For students qualifying for accelerated learning support as defined in HB 4545, Tier 3 services will be provided and include high impact tutoring model (HIT; 1:3 tutor to student ratio) using BookNook and Zearn HQIM. BGCGH uses a whole child approach addressing all barriers to success and providing enrichment programming (Tier 1 supports) in physical activity, social and emotional learning, and the arts. The Triple Play program increases daily physical activity and improves health through 1) Healthy Habits: nutrition and cooking; 2) Fitness Challenges: non-competitive games; and 3) Social Recreation: games that teach cooperation, sportsmanship, and conflict resolution. Positive Action, a comprehensive social-emotional learning curriculum, helps children develop self-management skills and encourages responsible decision making. BGCGH also uses the comprehensive prevention SMART (Skills, Mastery, and Resistance Training) Program Suite. A wide array of educational enrichment activities will be offered, including in the arts (Digital Arts Contest, Lyricism 101, web design, graphic design, digital photography, music making and movie making) and STEM (DIY STEM curriculum, Summer Brain Gain, Space Quest, NASA Astro Camp), and partnership programs like Girls, Inc. and Strong Kids with UT Health Houston. Service learning and leadership development is offered through Boys & Girls Clubs Torch Club program. Students are mentored daily by program staff and matched with individual volunteer mentors as needed. BGCGH provides interest-based enrichment programming by centering youth voice and choice in the program planning, design and implementation processes. BGCGH staff build authentic youth-adult partnerships that treat young people as equal partners, cultivate trust, enable young people to build self-esteem and develop problem-solving and leadership skills to actively guide program offerings. BGCGH fosters safe, positive learning environments where all youth can express their voice and choice. Collaboratively, program staff and students develop group norms, which also encourages youth buy-in and ownership. BGCGH uses informal and formal methods to continuously seek youth input in program design and offerings, including annual student and parent surveys, graffiti walls, and ongoing pulse checks to gather real-time feedback on activities. Program activities are scheduled in 6-week block intervals to provide variety and youth are able to self-select into specific offerings. Within a program (e.g., STEAM), multiple activities are also offered in a specific program block providing students with choice in daily activities. Students need robust familial support systems that help ensure they persist academically. To support family engagement, BGCGH employs a Family Specialist to help engage parents, including coordinating wraparound services and relevant referrals, assisting parents/guardians who do not have email addresses to increase access, providing communication, and offering training on school virtual platforms. Monthly family programs are tailored to parent interests and needs at each center. Examples of family supports include adult literacy programming, GED program, and adult workforce development offerings. All materials are provided in English and Spanish. BGCGH partners with the Latino Family Literacy Project to ensure Spanish-speaking parents develop literacy skills to support student achievement.

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8. Statutory/Program Requirements (Cont.)

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

BGCGH implements a comprehensive positive youth development program, grounded in research, that provides safe and engaging spaces, relationships with caring adults, restorative practices and structured opportunities to build academic and personal skills. Findings from a rigorous evaluation by Public/Private Ventures demonstrated that young people with higher levels of participation in Boys & Girls Clubs resulted in greater positive outcomes. BGCGH has a strong record of success and is recognized as a best practice ACE model. BGCGH program design improves academic performance by implementing a whole child approach to remove all barriers to success and by integrating key research-based strategies into program design including: alignment with the school day, maximizing attendance, and differentiated instruction-MTSS (detailed in other sections). Additionally, BGCGH employs research-based instructional strategies and implements evidence-based, culturally-relevant TEKS (Texas Essential Knowledge and Skills) aligned curricula (HQIM) and instructional methods geared to strengthen the core academic program. For example, Site Coordinators regularly attend curriculum and data inquiry team meetings at each school to discuss and coordinate intervention plans and assess outcomes. All staff receive ongoing professional development on incorporating best practices, such as youth voice. Evidence-based curricula (e.g., Positive Action; Project Learn; and Triple Play) and TEKS aligned curricula (e.g., BookNook, Zearn) are used to support positive youth development and reinforce school-day learning objectives. For example, Positive Action is distinguished by the U.S. Department of Education’s What Works Clearinghouse as the top-rated program in the nation for improving academics and behavior. And nationally, youth who participate in Triple Play report double-digit increases in physical activity, healthier eating habits and improved relationships with their peers, which have all been linked to positive long-term health outcomes. Further, studies of afterschool programs link the ability of a program to positively impact student outcomes with the capabilities of program staff. BGCGH prioritizes staff retention and implements competitive wages, a positive work environment and growth opportunities to support staff retention.

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

BGCGH has comprehensive safety policies in place that protect youth – including, but not limited to, supervision, transportation, communication, and a prohibition of private one-on-one contact. All ACE programming will be conducted at the participating school partner campuses to eliminate any transportation barriers to attendance. As part of the ongoing needs assessment process, BGCGH will partner with the schools to determine if students from any particular campus require bus transportation from the ACE center to their homes at the end of each ACE program day. All afterschool program and summer field trip transportation is provided using the partner ISD buses and drivers. School district transportation safety policies and protocols will be followed and enforced. All students must scan in and out of the program. Parents are required to sign students out when they leave the program daily. Parental authorization and sign-out is required for others to pick-up a student, and identification is verified. Students are only allowed to leave the premises if the program has written permission from the parent to walk home. The program maintains a single entry control point that is staffed and monitored at all times by a Membership Clerk. BGCGH monitors all visitors and volunteers to the program with a secure entrance and sign-in and sign-out log. Students who ride school buses at the end of programming will be monitored through a roster and sign-out system with the bus drivers and district transportation departments. The buses are in compliance with laws and regulations covering safety and will be overseen by the district transportation directors. Signs are posted to direct traffic during the arrival and departure of students. Staff patrol the grounds during these times to assure that vehicles do not enter the designated arrival/ departure areas. Walkers will be dismissed by a staff member. Walking safety guidelines will be shared with students and families and additional precautions will ensure that walkers leave in groups, with staff supervision, before it gets dark outside. Additionally, BGCGH will utilize district transportation for any field trips off campus and will utilize BGCGH and the respective ISD Transportation Safety Policy. Further, the proposed program will comply with the staff-to-student ratio guideline of 1:15.

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8. Statutory/Program Requirements (Cont.)

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

BGCGH will use digital and traditional methods to disseminate program information and will maintain frequent communication with schools, families, students and the community. Bilingual staff will ensure all communication materials are available in English and Spanish. Information to be disseminated will include program offerings and benefits, hours, location, campus addresses, explanation of center policies and procedures, safety procedures, family engagement activities, parent programs schedule, volunteer opportunities, and other program requirements. Programs/activity calendars and invitations will be shared and posted at the schools on a monthly basis. BGCGH will partner with the schools and districts to disseminate information using the districts' parent portal messaging system, phone message call-out systems, campus e-newsletters and school websites. All communications will also be coordinated with and leverage the Title I program office parent activities and wraparound services. In addition, BGCGH will host Parent Roundtables two times per year at each ACE center to solicit feedback. The TX ACE Project Director will meet with the superintendents at least three times annually to provide program updates and gather input. The Site Coordinators will meet with their school principals and/or school staff at least monthly. Program staff will communicate with regular school day staff on a weekly basis via email, phone, notes, etc. All meetings will be documented with agendas, minutes and signatures of attendees. At the beginning of the year, school day teachers will receive a letter from afterschool certified teachers introducing themselves, providing contact information and providing a list of all of their students who attend the 21CCLC program. All school assignments using school platforms (e.g., SKYWARD, ClassLink, and HISD Connect), enabling tutors to access these resources and ensure that all academic content in the afterschool program is aligned with classroom instruction. The Project Director will organize quarterly Advisory Council meetings to share updates and solicit feedback. BGCGH will share program information via their website and social media channels.

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

Volunteers are a vital part of the BGCGH community and ACE programming. Volunteers serve as mentors and coaches, homework assistants, tutors, arts and craft instructors, group activity leaders, fitness activity leaders, board members, advisory council members, and chaperones. Qualified volunteers are those with relevant education and experience in working with children, such as a background in education or social services. Each ACE center site will recruit volunteers based on needs in the above areas. BGCGH will publicize volunteer opportunities via their website and social media channels, as well as through onsite recruitment at local schools, colleges, universities, senior citizen centers, community centers, and businesses. Individuals seeking to volunteer must complete a volunteer application that consists of employer information, character references, physical limitations, volunteer experience, education level, languages, special skills, interests, mode of transportation, and availability. Site Coordinators will screen volunteer applications for appropriateness. Selected applicants will then submit to a federal and state criminal background check and fingerprinting, as well as a sex offender registry check for both BGCGH and the respective school district. BGCGH policies and procedures specify the same barrier crimes for volunteers that pertain to employees. Any potential volunteers not meeting the BGCGH fitness determination will not be allowed to volunteer in the program. Volunteer candidates must successfully clear both processes to move forward. Next, volunteers will attend orientation and training courses, including mandated reporting, appropriate relationships with students, and mentoring. After onboarding is completed, volunteers will be matched by their qualifications and/or interests to the needs of the ACE Centers. Background checks will be renewed annually. Volunteers will be supervised by the Site Coordinators. Retention of volunteers starts from day one. From the initial contact, the Volunteer Coordinator maintains open communication through a set follow-up plan that maximizes volunteer retention. Any issues are addressed to ensure that the volunteer feels valuable and their experience is positive.

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8. Statutory/Program Requirements (Cont.)

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

BGCGH will coordinate, leverage, and supplement, but not supplant funding from other sources with TX ACE funding to support the effective and efficient implementation of the program. None of the proposed school sites offer afterschool or summer programs at no cost to students. The proposed BGCGH ACE programs are directly coordinated with the school improvement plans. Each school identified opportunities for afterschool and summer programming as objectives in their school improvement plans. The program will afford students who do not currently have access to educational enrichment opportunities a wide array of academic and support services that improve student success. BGCGH will coordinate additional funds, including USDA Child and Adult Care Food Program, Title I, and Texas Covid Learning Acceleration Supports (TCLAS) to amplify the 21CCLC program's impact. For example, only two of the proposed schools currently have TCLAS and for only a very small number of students (24 per school). The BGCGH program will leverage TCLAS funding by extending more services to more students. No supplanting will occur. Coordinating and supplementing funds in this way ensures high-quality teaching staff and low staff to student ratios that allow for more positive outcomes in academic achievement and social-emotional development of targeted students. BGCGH also leverages funds through the in-kind use of facilities that provide opportunities for the program to compliment, enhance and extend the services available on those campuses, which are funded through other federal, state and local sources. The partner school districts do not charge the BGCGH rent, utility fees or maintenance. Each school site is compliant with all physical safety requirements and has committed use of sufficient space to operate the programs, including access to a large classroom wing, STEM Labs, common areas, dance and art studios, gymnasiums, playgrounds, outdoor recreation fields and lunch rooms. To best leverage public resources for student achievement, BGCGH also collaborates with publicly-funded partners, such as Federally-qualified Health Centers to address medical needs, and NASA to provide summer programming.

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

BGCGH utilizes best practices in financing strategies and fund development for afterschool programs, including establishing strong partnerships, diversifying funding sources, delivering high quality programs and proven results, securing support from school administration, identifying key champions, and engaging the community. The BGCGH Board of Directors, TX ACE Advisory Councils (AC) at each school site, and partners will be invaluable resources in supporting the fund development efforts necessary for sustainability. BGCGH, together with the AC and the partner schools and districts, will work to sustain the ACE programs beyond the grant period. BGCGH has developed a preliminary sustainability plan focused on the following: 1) strengthening community partnerships; 2) securing private funding; and 3) coordinating local resources to supplement existing services. BGCGH will work with each ISD Boards/Community Relations/Grants Departments and each AC to implement the sustainability plan and coordinate other fundraising efforts. The ACs are made up of relevant stakeholders, such as district superintendents, school and project staff, parents, students and community partners, such as Communities in Schools or Family Services. The ACs will meet quarterly to discuss and review the effective use of resources, and each AC will form a task force focused on achieving the following benchmarks: Year 1) Meet quarterly to draft sustainability plan, assign roles/tasks, and complete a donor prospect list; Years 2-4) Cultivate five new prospects and host at least three site visits per program year for key prospects; Years 2-4) Meet bi-monthly to recruit at least three new community partners to supplement program activities and/or for AC membership; and Year 4-5) Draft a post-grant project continuation plan. BGCGH has a proven track record of sustaining Texas ACE programs beyond grant lifecycles. Since 2015, BGCGH has played an instrumental role in helping the Spring Branch ISD ACE (Cycle 7 and 10) develop and implement a multi-tiered sustainability plan, successfully transitioning the AC to a site board of directors. Moreover, BGCGH is consistently recognized for its efficient use of financial resources. BGCGH currently funds most of its current \$12M+ budget through a diverse funding base and has an operating reserve of nearly \$1M and an endowment currently valued at \$4.5M.

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8. Statutory/Program Requirements (Cont.)

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

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

BGCGH, an eligible 501c3, is partnering with Houston (HISD), Spring Branch (SBISD) and Pasadena (PISD) Independent School Districts, to implement TX ACE centers at 8 eligible campuses, meeting Statutory Priority 2. The roles and responsibilities will be documented in MOUs between the entities upon award. The ISD partners will provide designated space for the ACE centers and will contribute directly to center operations with transportation (as necessary); computers; internet; furniture; janitorial service; building and grounds maintenance; phones/communication; security; and utilities. BGCGH will provide high-quality, research-based afterschool and summer learning programming tailored to meet the needs of participating students and families, including the hiring/supervision of ACE program staff and provision of materials necessary for the implementation of curriculum and activities such as snacks, curriculum materials, art/craft supplies, etc. BGCGH will also contribute to center operations through funding for: in-kind executive oversight of the programs, office space for the Program Director and Family Specialist, and staff background checks. Cooperatively, BGCGH and the ISDs will develop and maintain systems for communication, data-sharing, joint planning, and assessment to support the program goals and objectives through continuous improvement. These partnerships will establish ACE programs for 780 students. All but one of the targeted schools has an "at-risk" population greater than the state 2020-21 TAPR average. BGCGH proposes that 90% or more of the students served will attend schools with "at-risk" student populations higher than the state average, meeting Statutory Priority 1. Using the 2021-22, TAPR, all targeted schools exceed the state average for "at-risk" populations. This partnership will greatly expand comprehensive services to high-need students and families to support student success by offering targeted academic support and positive youth development that is proven to improve academic performance. The partner ISDs depend on the BGCGH partnership to serve area students, particularly from at-risk categories. BGCGH has a successful track record of partnering with multiple ISDs (11 across the Greater Houston area), including operating 9 sites in schools, and implementing Cycle 10 TX ACE programs in partnership with SBISD in 5 school-based centers. For these existing centers, attendance goals have already been met within the first half of the year, and local evaluations for 2021-2022 showed students improved academic performance, attendance in school and classroom behavior. This proposed ACE program has been thoughtfully designed using learnings from existing TX ACE programs and in close partnership with the schools in order to address the identified student and family needs and achieve the stated goals (i.e., to improve academic performance in reading and math, improve school attendance, improve student engagement in learning and improve family engagement). For example, the proposed social emotional learning activities and parent engagement strategies will support improved school attendance, behavior and engagement in learning. BGCGH and the ISD partners have also incorporated effective TX ACE strategies for effective operations including safe, supportive and educationally rich environments, alignment with the school-day staff through HQIM and frequent regular staff communications, data sharing and joint professional development and partnerships as detailed in this section. BGCGH will also work in coordination with School Boards, Community Relations and Grants Departments, and program Advisory Councils to develop and implement long-term sustainability plans. In addition, BGCGH also leverages partnerships with other community organizations such as Girls, Inc.; 4-H; Houston Children's Museum; Imagine Science; NASA; and First LEGO Robotics to provide hands-on STEAM activities to build skills and increase interest in STEM careers and the Houston Food Bank for nutritious meals.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
 - b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

BGCGH has a strong track record of supporting student achievement through partnerships that closely align to the school day in public, private and charter schools across the Greater Houston area. To support alignment with the school day and student success in this TX ACE programs, BGCGH has established clear and consistent communication and connection between the afterschool and school day programs. For example, whenever possible, school-certified teachers are recruited to teach in the afterschool program with students they are already familiar, providing a valuable link between the programs. The superintendent, principals and teachers also serve on the Advisory Council; the Project Director and Site Coordinators are hired full-time to serve in the classroom during the day, and meet with regular school day teachers to consistently coordinate content topics; and communication between tutors and school day teachers occurs daily. Direct linkages to the school day include homework help, tutoring, and reinforcing school day lessons through interconnected, hands-on, real world activities using the ISD Curriculum Maps, Pacing Guides and Texas Essential Knowledge & Skills (TEKS) standards aligned programs. Teachers and program staff will conference on specific student needs in weekly staff meetings and, whenever possible, provide cross-program professional development. For example, trauma-informed care approaches and positive classroom management professional development offered through the district will be available to ACE program staff and vice versa. The Advisory Council meets quarterly to review program progress and provides an additional mechanism to ensure that program offerings are aligned to student and family needs. The BGCGH has worked closely with ISD partners to assess existing TEA initiatives and align the TX ACE programs to best meet the needs of our students and families. The proposed program meets Program Priority 1 by thoughtfully integrating services with existing TEA initiatives. Two of the targeted schools currently have Decision 11 TCLAS initiatives serving a total of 48 students. These Decision 11 TCLAS initiatives will be integrated with the TX ACE program affording the TCLAS students a wide variety of enrichment and recreation opportunities and wraparound services that are provided through the TX ACE program. In turn, the TX ACE program will also expand the number of students at these schools who have access to HIT. None of the targeted schools offer ADSY programs or have current TEA Blended Learning Program grants. In addition, all schools have Title I resources that will be integrated with the TX ACE program, supplementing Title I parent resources with additional services, such as adult education and job training connection support. The TX ACE program will also coordinate with the ISDs Homeless Education Offices to integrate with McKinney-Vento Act resources and ensure students and families living in a homeless situation or in transition have access to the TX ACE program and/or receive coordinated services. With more than half of the students as ELL in the targeted schools, the TX ACE program will also be integrated with the ISDs Migrant Education Programs (MEP). For example, the Latino Family Literacy Project will ensure Spanish-speaking parents develop literacy skills, methods of improving student and family participation for MEP students. The proposed BGCGH TX ACE program also meets Program Priority 2 by using TEA approved HQIM (i.e., BookNook and Zearn implemented in tier 2 and 3 supports for students) and offering the High-Impact Tutoring model for tier 3 services to students (i.e., at least 30-minute tutoring sessions, 3 times a week; individualized support in small group settings – 1:3 staff to student ratio max; HQIM – BookNook & Zearn; Well-trained, consistent tutors who build strong relationships with students; and data-driven with tutors building sessions around student strengths and needs) to support academic acceleration. BGCGH proposes to serve 10% of students with tier 3 HIT. Tier 2 math/literacy supports will occur 3 times per week for 30 minutes in 1:15 staff to student maximum ratios. All applicable BGCGH TX ACE program staff receive training to implement BookNook and Zearn with fidelity.

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9. Equitable Access and Participation

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

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

Group	<input type="text" value="students & parents"/>	Barrier	<input type="text" value="high mobility rates"/>
Group	<input type="text" value="students"/>	Barrier	<input type="text" value="learning disabilities"/>
Group	<input type="text" value="students & parents"/>	Barrier	<input type="text" value="linguistic diversity"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director (1 Project Director Salary and Benefits)	\$81,239
2.	Site Coordinators (8 FTE Site Coordinators Salary and Benefits)	\$518,960
3.	Youth Development Specialists (37 part time salaries)	\$786,488
4.	Family Engagement Specialist (1 FTE Salary and Benefits)	\$75,783
5.		

Professional and Contracted Services

6.	Certified Teachers (at a pay rate of \$37/hour)	\$105,600
7.	Evaluator (8 sites @ \$1500/site)	\$12,000
8.		
9.		
10.		

Supplies and Materials

11.	Program supplies and materials	\$27,750
12.		
13.		
14.		

Other Operating Costs

15.	Field Trips (cost varies by trip and site)	\$16,000
16.	Conferences/Professional Development	\$7,500
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

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