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 BreakingBounds

Campus name NA   CDN 101   Vendor ID 184459277   ESC 4   DUNS 117817518

Address 731 Fig Leaf Lane   City Richmond   ZIP 77406   Phone 7134093857

Primary Contact Patricia Downs   Email patriciaalethia@gmail.com   Phone 7134093857

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   ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances   ☒ Lobbying Certification
☒ Application-Specific Provisions and Assurances ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Patricia Downs   Title CEO   Email patriciaalethia@gmail.com

Phone 7134093857   Signature _____   Date 1.18.2020

Grant Writer Name Patricia Downs   Signature _____   Date 1.18.2020

◉ 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
EQUITY & EQUALITY. Women make up 51% of the population but only 7% are CEOs of fortune 500 companies, and none of those women are black. Women are underpresented in several industries.	Breaking Bounds plans to address this need by starting early. To us this means providing young women of color with hope, access, resources, training and development that allows them to build a vision and direction for their lives that will positively impact their community and the world; high school may be too late.
Academic Readiness through Increasing GPAs. There is an unfortunate direct correlation between race and achievement: Black Americans and Latino American still perform lower on standardized tests than whites.	Our curriculum will guide students to make 0.1 points jump in thier GPA each semester during thier middle school career using 21st century project based learning that's aligned with grade level Texas Essential Knowledge and Skills.

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.

Ultimately, BreakingBounds intends to use an equity centered approach to provide young women of color with access to resources, skills and training each year of their middle school career ensuring they improve their GPA by 0.1 points each semester while directly engaging in in-school curriculum and out of school community activities. (Important note: BreakingBounds intends to conduct a " Year 0." This means, BreakingBounds will not fully implement its program until July of the 2022-2023 school year. It will use the 2021-2022 school year to build a team, build partnerships, build an effective curriculum and technology platform, and recruit students for the upcoming school year.)

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

Quarter 1 foci are anchored in the following 3 categories: Talent Acquisition, artifact design and onboarding. Below are a few benchmarks aligned with a major category.

STAFFING: Hire 3 of 4 staff roles; PARTNERSHIPS: Design recruitment experience. Design Mentor selection and evaluation materials. Design data sharing agreement and financial agreement contracts; RECRUITMENT AND SELECTION: Conduct early/soft conversations with 3-5 influencers to gauge interest. Leverage the community, the website and initial collateral as artifacts.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Quarter 2 of Year 0 will invest resources in the following areas: execution of onboarding and execution of the overall strategic plan. Below are a few benchmarks aligned with a major category.

Benchmarks include- TECHNOLOGY: Select and partner with app developers. Build out Canvas functions. COMMUNITY ENGAGEMENT: Position 2-3 options for advisory board members. FINANCE AND MARKETING: Design strategic plan to diversify funding streams. Execute social media plan.

[Additional benchmarks in Attachment- BreakingBounds_Data Excel Document, tab KPIs & Benchmarks_Year 0]

Third-Quarter Benchmark

Quarter 3 of Year 0 will invest resources in the following areas: in the field engagements and preparing for end of year performance reviews.

Benchmarks include- PARTNERSHIPS: Conduct 7-10 partner meetings to receive at least 4 partnership commitments. CURRICULUM: Complete first draft of 6th grade curriculum for internal and external partners. FINANCE AND MARKETING: CEO and Dir. of Development engage at least 3 new funders.

[Additional benchmarks in Attachment- BreakingBounds_Data Excel Document, tab KPIs & Benchmarks_Year 0]

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.

We will use an adaptive process to monitor and evaluate the success of our program. We define this adaptive process as one that includes ongoing monitoring and pivoting when we are not on track to goal.

We will monitor the following data points: Yound Leaders (YLs) GPA each semester. (We will collect GPAs each 9 weeks to understand progress toward semester GPA growth). YL school attendance if districts will allow us access. Mentor coaching and training attendance and engagement via survey data and attendance tracker. Partnership engagement via a mid year and end of year survey and retention of partnerships. Staff engagement and retention through engagement survey, formal and informal checkins. Community engagement via survey, formal and informal checkins. Data collection via meeting project deadlines and data analysis through product evaluation. Finance and marketing through donor and stakeholder engagement and retention.

We will monitor each data point on a regular basis. Depending on the data category, we will monitor on a weekly, monthly, or quarterly basis. If we find ourselves off track, we will use the following process to right size that challenge. Diagnose the challenge with the BreakingBounds lead and external constituent. Design a plan of attack that encompasses tangible outcomes. Apply the plan and evaluate its outcome. For example, if we notice from a GPA data pull that YLs are not on track to meet the required 0.1 semester jump, the Site Director will analyze GPA data to find hot spots and create a plan leveraging existing touch points with YLs. Evaluate impact of the plan.

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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.

The methods we used to conduct a needs assessment include: pulling data from several sources including tea.texas.gov to understand achievement scores and their collision with race and geography for HISD and its contiguous districts; data from several local and national non profits that articulate post secondary gaps; workforce data that articulate gaps in industries; anecdotal data from supporters and community members of the non profit I currently serve.

Here is what we found. According to a Kinder report, HISD has high rates of childhood poverty, naming it one of the most economically segregated districts in Texas. Aldine ISD's website reports relevant statistics in its district. 91% of students are economically disadvantaged and 71% are at risk. In Spring ISD, reports that nearly 60% of its 35,000 student body population are at risk of dropping out of school. That's almost 21,000 students who may not end their K-12 academic career with a high school diploma.

Our research led us to the following conclusions, BreakingBounds will partner solely with schools who demonstrate the following partnership criteria. Student demographic, 70%+ students identify as a person of color. Middle schools where 75%+ of students qualify for free or reduced lunch. Predominantly people of color neighborhoods that have economic challenges (i.e. dilapidated buildings, vacant lots, struggling small businesses). Neighborhoods where community leadership is primarily male (i.e. campus leadership, local politicians, religious leaders, etc). Young Leaders (YL) would not be required to have a specific GPA. YLs may join at any level.

As a result, BreakingBounds will target the following school districts noted in this paragraph. The number in parenthesis identifies the number of middle schools in the school district. These districts have demographics that are predominantly Black and Latino students. Additionally, over 60% of its students qualify for free or reduced lunch. Houston ISD (20). Aldine ISD (14). Spring ISD (9). Channelview ISD (2). Alief ISD (4). Stafford ISD (1)

The strategies for student recruitment and for family engagement will be anchored in inclusion and leveraging influencers in addition to final decision makers.

Strategies to recruit the students most in need include: Conduct recruitment meetings in the 5th grade of feeder schools from February- June. During 6th grade, we would leverage Mentors and admin to help influence and name students during spring recruitment and in the fall if needed. We would provide information in English and Spanish. After the inaugural class rises to become 7th graders we would leverage them to actively recruit new 6th graders to the program during the spring semester.

Inclusive strategies for family engagement include: In person and virtual meetings aligned with their availability (i.e. weekends) All materials written in English and Spanish. All YLs and parents will be required to sign a BreakingBounds contract of commitment.

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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.

BreakingBounds is a leadership organization that exists to educate, develop, and train the next generation of leaders who identify as women of color using 21st century learning to end gender inequality. Our vision is that every young woman of color has the real opportunity to dream, choose and design the life she sees for herself. We believe that by investing in young women, we can change the world.

How will we do it? BreakingBounds is a social innovation that wants to START EARLY. We want young women of color to have space to envision the lives they want to lead before the world tells them who they should be.

BreakingBounds envisions five key facets of our approach:

Maximizing Partnerships: We will partner with campuses, districts, and community stakeholders to serve 6th grade - 8th grade young women of color that have a low socioeconomic status (LSES).

Selecting Highly Qualified Program Leaders: We will partner with campuses to select highly qualified mentors to shepherd cohorts of 10-15 Young Leaders (YLs) each year, through the BreakingBounds process.

Implementing a Curriculum Anchored in 21st Century Learning: We will leverage a robust and effective student-centered curriculum anchored in 21st century learning curriculum practices.

Providing 3 Unique Pathway Options for our Young Leaders: We will offer three unique pathways to young women in areas that are often underrepresented by women: entrepreneurship, STEM, and civic leadership.

Engage Young Women in Early Successes: We will engage our Young Leaders (YLs) during each year of their middle school journey: 6th, 7th and 8th grade. We will connect YLs to specific outcomes each year, allowing them to see quick wins throughout their journey.

SMART Goal and Estimated Impact

Each YL will be required to improve their GPA by 0.1 each semester. Here is the 6th academic KPI: YLs will be responsible for growing their cumulative GPA by at least 0.1 point each semester. How will the program ensure YLs consistently make the required GPA jump? Lessons in the curriculum. For example - SWBAT understand what a GPA is and the role it plays in your K-12 experience and access to higher education (i.e. class rank) - SWBAT calculate their GPA - SWBAT understand avenues for GPA improvement (i.e. tutorials) - SWBAT perform executive functioning skills and study habits (i.e. how to take notes from videos)

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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.

In order to ensure program fidelity and implementation towards student achievement and engagement, BreakingBounds will do the following: Conduct a Monday, Tuesday, Thursday and optional Friday engagement schedule. In person engagement periods will run from 4:30-6:30 pm. Considering the swiftly changing environment in schools and the workplace, there are virtual, self-paced session options on these days as well.

Here is the daily activity.The operating schedule will run as follows- Mondays will be reserved for Community building (first 9 weeks. 2nd, 3rd, 4th 9 weeks pathway work). All campus based Yound Leaders (YLs) will engage in community and team building to foster camaraderie, connection, relationships and a sense of belonging. Tuesdays will be reserved for Tutoring Tuesdays. Here YLs will leverage a menu of options of tutoring support towards GPA jumps. The menu of options includes: YL tutoring time where a YL will host a collaborative study session; YLs receive tutoring support from a teacher directly or from their Mentor. These sessions can be conducted in person or virtually. Thursdays will be reserved for Pathway work. Here YLs will work on their pathway project with other YLs and their mentor.This session is collaborative or self paced and can be done in person or virtually. Fridays will optional pending YL sign up and reserved for 1:1 checkins with their Mentor. Canvas will track project completion, 1:1s and attendance.

While this schedule is ideal, Mentors will have the autonomy, with support from their BreakingBounds site Director, to alter the schedule to fit the needs of students, creating a student-centered design in programming.

Each part of the BreakingBounds program will be overseen and supported by a BreakingBounds staff member. Here I articulate the core parts of the program and who will oversee their effectiveness. The Site Director will provide bi weekly coaching sessions. BreakingBounds staff will also engage Mentors in quarterly training. CEO, Site Director and Dir. of Community Engagement will create quarterly opportunities to co-observe the program in action with campus and or district administrators. CEO and Site Director will conduct 2 progress to goal meetings with campus admin. The Executive Assistant and tech support are responsible for data input. The Dir. of Development is responsible for data collection and analysis. We'd also collect and share survey data from YLs, Mentors and our partners. The Site Director and the Executive Assistant will coordinate field trips with Mentors and campus administrators. The Dir. of Community Engagement will lead and host all community touch points

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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

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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.

Exposure is a critical part of a student's academic journey. Exploring new settings and building relationships provide students with more access to possibilities and experiences. Exposure is even more important for young women of color. Children in poverty typically have not had the opportunities to build networks, essentially providing them with social capital; a currency that carries as much importance as acadmic capital. For example, children who grow up with wealth likely have access points to Ivy League networks and employment opportunities. Children who grow up in poverty, have to actively work to build an accessible network.

BreakingBounds will offer experiential learning and opportunities for exposure during the year that bring in community assets and new networks for exposure and support towards the mission. For example, Young Leaders (YLs) will engage in 4 field trips per year that will enhance their direct experiences with their Mentor, cohort and community. BreakingBounds will also partner with high performing non profit organizations that can provide training, development and support to YLs in their pathway: entrepreneurship, STEM, and civic leadership. For example, during Summer Learning we will invite Girl Code to support YLs in the STEM pathway and CHASE bank to support YLs in their entrepreneurial pathway, teaching how to build a business plan. These connections not only help to enhance their skill but it also helps them to build their network. Each non- profit organization will engage YLs in a session that offers key skill development needed for college and the workforce. For example, GirlCode can design a session that allows YLs to envision and engineer a structure within a given set of roles, mimicking workplace collaboration. The session may include a set of resources to solve a real- world challenge making the session real time, anchored in 21st century learning.

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.

Campuses will operate as host sites. Transportation needs will rely on campus and district transportation access and parental/guardian pick up. The program will be implemented primarily in 2 locations: the Young Leaders (YLs) campus or virtually. YLs can take the late bus home at the end of the program or be picked up by their parent/guardian. Buses for the BreakingBounds conference will be paid for by BreakingBounds. We will ask campuses/districts for support in finances transportation for exposure points (field trips).

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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.

All information will be written in English and Spanish ensuring information is equitable and accessible for our community members. We would use a few different strategies to informat the community about BreakingBounds.
-Send flyers home with Young Leaders (YLs)
-Advertise happenings on social media (Mentors will support here as well)
-Attend board meetings to share information about BreakingBounds
-Attend community events for exposure (ie. Community event)

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.

BreakingBounds would not directly share programmatic space with federal, state and local programs. However, we will have informal collaborations and overlap throughout the year. For example, BreakingBounds will utilize school calendars to embed programming where it fits. We will share space and collaborate with other in school programs for initiatives such as Career Days and Appreciation Days. BreakingBounds will embed this in the curriculum and Mentors will include campus based initiatives in weekly plans ensuring fruitful collaboration for YLs.

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9. Statutory/Program Requirements (Cont.)

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

The BreakingBounds financial plan is designed to create a sizable net profit gain by Year 5. BreakingBounds will charge $500 per student asking each district and campus to pay for the program using funding from Title 1 or Title IX to pay for programming. With steady growth that includes existing partners renewing their contracts and expansion to new districts BreakingBounds will see earned income increase by an average of 30% each year. Additionally,BreakingBounds will use a franchise model supporting campuses to fully embed the model using their personnel by the end of a three year cycle allowing BreakingBounds to increase in the budget because we will need significantly less staff to support the model. This approach allows BreakingBounds to both growth and scale its operation.

Another advantage in our financial plan is that it gets us to a profit by Year 5 leveraging only 1 revenue source: federal funding. In Year 0, BreakingBounds will staff a Dir. of Development to find 2-3 alternative revenue streams, potentially allowing us to become independent of grant funding as early as Year 3, not Year 5.

The Director of Development will be charged with finding differentiated funding that allows us to become independent of grant funding by Year 3, not Year 5.

[For a clearer articulation of BreakingBounds financial plan see Attachment BreakingBounds_Data Excel Document]

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)

Director of Community Engagement will develop an inclusive and appropriate plan for volunteerism. They will also be responsible for implementing the stakeholder engagement plan in Year 1. Our initial volunteer plans include the following: background check obtained from school district; most districts require a background check for volunteers; volunteers will be selected by BreakingBounds staff; volunteers will be involved in the following events: feedback on plans and pathways during each year, feedback at the end of year showcase, BreakingBounds annual conference, and exposure points (i.e. field trips). 2 community members will be selected to the BreakingBounds Advisory Board. A parent/guardian and a Mentor.

Our initial plan does not include parenting classes. But it does include family engagement directly supporting Young Leaders (YLs) through their experience and the curriculum.

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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.

In order to ensure program fidelity and implementation towards student achievement and engagement, the program will host engagements for 70+ days @ 120 hours per day (fall, spring). We will set Monday, Tuesday and Thursday as program time to be conducted for 120 minutes; 4:30-6:30. Summer Learning will occur before or after teacher-in service days which may limit Mentor' s availability. 12+ days @ 4 hours per day or 6+ days @ 8 hours per day. Mon-Fri for 2 weeks @ 8 hours per day. For a sample illustration, please see the Operation Schedule is attached to the application email.

Young Leaders (YLs) will be expected to attend at least 55+ days @ 120 fall and spring sessions, in addition to Summer Learning programming. 55+ days for fall and spring programming exceeds the grant's 45+ eligibility standard. 55+ days also ensure YLs will have enough time to engage with the curriculum in order to achieve its intended outcomes.

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.

Our values are the best illustration for how we will perform center operations, hire and support staff while ensuring financial fidelity and stability. Our values are: Freedom. Equity. Equality. Leadership. Innovation. Advancement. we will ensure our practices honor the essence of our core values, espcialy our equity core value. Data shows us that students of color, especially young women, need a variety of points of access and a plethora of resources to make significant academic and social gains. Our operations plan will provide in person and virtual options; whole group, small group, self paced and 1:1 curriculum engagement structures; peer support, Mentor support of alone time to complete tasks. These are examples of equity; ensuring we provide opportunities for entry, access and opportunities.

We will maintain center level quality while meeting student service targets by (1) Ensuring the BreakingBounds team spends 70% of its time in the field assessing program implementation, supporting YLs, Mentors and campus leaders with necessary changes. (2) Monitoring results through qualitative and quantitative data to assess progress towards our goals and pivot strategically when necessary.

[For a more in depth articulation of our growth plan, see Attachment BreakingBounds_Data Excel Document, tab Financial Growth Plan. Here you'll get an in depth understanding of our business model, staffing and budget needs, reconciled with our partnership growth and expansion plan.]

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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)	

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

12. Request for Grant Funds

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

Payroll Costs

1.	Founder/CEO (assumes 100% of all risks) Starts July 2021	$150,000
2.	Director of Curriculum (3/4 of salary @ $80k. Start date is oct 2021)	$60,000
3.	Director of Community Relations (1/2 of salary @ $80k. Start date Jane 2022)	$40,000
4.	Director of Strategic Partnerships and Training (ie. Site Coordinator. Start date Oct 2021)	$60,000
5.	Director of Development (3/4 of salary @ $80k. Start date Oct 2021)	$60,000

Professional and Contracted Services

6.	Executive Assistant (team logistics support; direct CEO support)	$20,000
7.	Technology Platforms and Technology Support (Canas and the App)	$50,000
8.	Legal Support (Contracts and Human Assets Support)	$5000
9.		
10.		

Supplies and Materials

11.	Merchandise (YL recruitment items- food, notebooks, planners, tee shirts, etc)	
12.	Marketing (Collateral, PR support, stakeholder recruitment, program video, etc)	
13.		
14.		

Other Operating Costs

15.	Stewardship and grant travel (i.e. stakeholder engagement and cultivation)	$15,000
16.	Financial and donor/partner tracking tools (i.e. expensify, salesforce, zoom liscenes)	$7000
17.	Staff Professional Development ($500 per full time staff member)	$2000

Capital Outlay

18.	Payroll taxes	$43,750
19.		
20.		

Direct and indirect administrative costs: $20,000

TOTAL GRANT AWARD REQUESTED: $532,750

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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

County-district number or vendor ID:	18445859277					

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 *Note: this schedule is a sample of operations. BreakingBounds is asking for a Year 0 in 2021-2022 prior to full implementation in 2022-2023	# 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	101902 041	Aldine Middle School14908 Aldine Westfield Rd, Houston, TX 77032(281) 985-6580 *Note: Context for "Grade Levels Served" *6th grade will be active in 2022-2023 *7th grade will be active in 2023-2024; alongside 6th grade *8th grade will be active in 2023-2024; alongside 6th and 7th grade	NA	6-8	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women
2	101902 0 52	Garcia Middle School 18550 Old Richmond Rd, Sugar Land, TX 77498 (281) 634-3160	NA	6-8	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women
3	101902 043	Hambrick Middle School 4600 Aldine Mail Rte Rd, Houston, TX 77039 (281) 985-6570	NA	6-8	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women
4	101902 046	Hoffman Middle School 6101 W Little York Rd, Houston, TX 77091 (713) 613-7670	NA	6-8	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women
5		Jones Middle School 20155 Townsen Blvd W, Humble, TX 77338	NA	6-8	Qualifies for free or	Parent(s) and or guardians of

	101902 054	(281) 985-3720			reduced lunch Young woman of color	the young women
6	101902 052	Lewis Middle School 21255 W Hardy Rd, Houston, TX 77073 (281) 209-8257	NA	6-8	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women
7	101902 055	Mead Middle School 3500 Lauder Rd, Houston, TX 77039 (281) 985-3700	NA	6-8	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women
8	101902 051	Plummer Middle School 11429 Spears Rd, Houston, TX 77067 (281) 539-4000	NA	6-8	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women
9	101902 047	Shotwell Middle School 6515 Trail Valley Way, Houston, TX 77086 (281) 878-0960	NA	6-8	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women
10	101902 044	Stovall Middle School 11201 Airline Dr, Houston, TX 77037 (281) 878-0670	NA	6-8	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women

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	101902044	Stovall Middle School 11201 Airline Dr, Houston, TX 77037 (281) 878-0670	6	Qualifies for free or reduced lunch Young woman of color	Parent(s) and or guardians of the young women
Feeder	NA	NA	NA		
Feeder	NA	NA	NA		

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	NA	NA	NA
Fall Term	8/16/2021	12/17/2021	17
Spring Term	1/10/2022	5/27/2022	19
Summer Term	08/02/2021	08/13/2021	2 (10 days) The grant requires 12+ days with programming beginning after Aug 1st and before the first day of school. However, in Aldine, there are only 10 days during that window of time.
Total number of weeks:			38

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	NA	NA	4:30	6:30	NA	NA	4:30	6:30		NA	NA	
Tuesday	NA	NA	4:30	6:30	NA	NA	4:30	6:30		NA	NA	
Wednesday	NA	NA			NA	NA				NA	NA	
Thursday	NA	NA	4:30	6:30	NA	NA	4:30	6:30		NA	NA	
Friday	NA	NA			NA	NA				NA	NA	
Saturday	NA	NA			NA	NA				NA	NA	
Sunday	NA	NA			NA	NA				NA	NA	
Total Hours Per Week:	6				6				30 hours/6 hours per day			
Adjunct Sites, If applicable (site name and full address)	NA Host sites are the actual middle school Note: YLs self paced remote time may fall outside of the hours notes above. Additionally, YLs may take advantage of optional 1:1 Friday checkin times with their Mentor.											

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	Same	SAME AS ABOVE			
Feeder					
Feeder					

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Each site/campus would follow the same schedule.
Parent/Legal Guardian Activities	Support pathway work in person and remote self paced modules. Provide formal feedback on 7th and 8th grade projects during Dec; the mid point. Provide support during the final presentation in May

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

Center Schedule												
Day of the Week	**Fall Term**				**Spring Term**				**Summer Term**			
	AM Start	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	

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					
Feeder					
Feeder					

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

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

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												

Texas ACE	Program Year
Center Operations Schedule (one per center)	**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					
Feeder					
Feeder					

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

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

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												

A1-6

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					
Feeder					
Feeder					

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

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

Center Schedule												
Day of the Week	**Fall Term**				**Spring Term**				**Summer Term**			
	AM Start	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												

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					
Feeder					
Feeder					

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

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

Center Schedule												
Day of the Week	**Fall Term**				**Spring Term**				**Summer Term**			
	AM Start	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												

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

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

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

Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												

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

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 8	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

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

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

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

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

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

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

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

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

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

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

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

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