



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 08/01/2023 to 07/31/2024 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): N/A

1. Applicant Information

Name of organization Boys and Girls Club of Brazoria County - UEI: X7XMUJNBCLD7
Campus name [] CDN [] Vendor ID 74-1688545 ESC [] UEI X7XMUJNBCL
Address 4005 Technology Drive, Suite 2120 City Angleton ZIP 77515 Phone 979-373-9668
Primary Contact Amber Newman Email anewman@bgcbrazoria.org Phone 979-373-9668
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2. Certification and Incorporation

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

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

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

Authorized Official Name Amber Newman Title Chief Executiv Email anewman@bgcbrazoria.org

Phone 979-373-9668 Signature [Signature] Date 1/23/23

Grant Writer Name Sharvon Pipkins Kam Signature Sharvon D. Pipkins Kamaya Date 01/23/2023

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.

To make informed decisions on how to prioritize the need for selecting centers, the Boys & Girls Club of Brazoria County (BGCBC) reviewed Texas Education Agency’s assessment of priority campuses, the 2021-2022 Brazoria County Community Plan, and BGCBC’s afterschool landscape, which profiles multiple funding streams for out-of-school time programs in the Brazoria County region. BGCBC prioritized center sites based on: 1) underserved youth: 40% or more economically disadvantaged; and 2) at-risk population greater than the state average of 50.6%; and 3) identified as a comprehensive or targeted support and improvement campus for 2021-2022.

Local school districts submitted a Campus Profile, 2021-2022 Texas Academic Performance Reports, latest Campus Improvement Plans and responses to the identified priorities to BGCBC. Upon review, BGCBC selected 10 schools within Angleton, Brazosport, Horizon Montessori, Pearland, and Sweeny Independent School Districts. The schools are Central Elementary, Southside Elementary, Freeport Elementary, O’Hara Lanier Middle, O.M. Roberts Elementary, T.W. Ogg Elementary, C.J. Harris Elementary, E.A. Lawhon Elementary, Sweeny Elementary, and Horizon Montessori Public School – Pearland.

Selected schools are located in urban to rural areas and have large economically disadvantaged and minority populations. According to the combined 2021-2022 Texas Academic Performance Reports, 71% of students are economically disadvantaged, 52% are at-risk and 70% are minorities. All schools qualify for school wide intervention services under Title I, Section 1114. Of the schools, five are identified as a comprehensive or targeted support and improvement campus for 2021-2022 and four have an at-risk population greater than the state average.

Results of the needs assessment identified at-risk and economically disadvantaged students as the student populations deemed most in need of afterschool and summer academic enrichment opportunities at each school. Campuses report issues related to academic success, student behaviors, and family engagement in learning activities. Three top needs are: 1) students continue to score below the state average for both approaches grade level and at meets grade level in reading and math; 2) lack of access to high-quality afterschool programming; and 3) low parent engagement. Meeting the needs of these students, parents and campuses is the purpose of BGCBC-CLC program.

BGCBC will create 10 community learning centers (CLCs) that provide afterschool and summer academic enrichment opportunities for a combined 660 at-risk and economically disadvantage students at partnering school campuses. Based on discussions with school administrators, BGCBC determined each center will serve either 60 or 70 students and 50 adult family members. Centers will provide targeted academic support, student interest-based enrichment activities, and family engagement in learning activities. Access to free, reliable and safe out-of-school time programs will allow parents and caregivers the opportunities to participate in the workforce. While their children are actively engaged at BGCBC-CLC, families can rest assured knowing that they have access to enhanced academic support to ensure youth are on track to graduate, nutritious food, opportunities to be physically active and health education, all provided by caring staff within the context of a safe, supportive Boys & Girls Club environment.

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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.

BGCBC-CLC will use the following benchmarks to measure progress toward meeting the SMART goals.

- *80% of the targeted number of students will be registered by the fall semester and 100% will be registered by the spring semester.
- *90% of students will become regular students by attending 60 days or more before the start of the summer program.
- *75% of students will remain on track for achieving academic gains. Site Coordinators will monitor student performance every six to nine months using report cards.
- *75% of students will maintain an absentee rate of 80% or above for fall semester.
- *Based on end-of-year assessments: 90% of students will report an increase in self-efficacy, interest in learning, and knowledge of skills related to college and career readiness; and teachers will report increased student engagement in the classroom.

First Quarter - Examine previous year student assessment data and work with district Federal Programs Department and campus administration to recruit students who need services most. Program staff continues needs assessment to identify gaps in campus and community resources and conduct student interest surveys. Staff, service providers and volunteers are trained on the Boys & Girls Clubs' Formula for Impact to effectively deliver an outcome-driven Club Experience and TEKS-aligned curricula. Site Coordinators are trained on the Weikart Center's Youth Program Quality Intervention system and Texas Education Agency's Quality Assurance Process. Parents are surveyed to guide steps on strengthening family engagement.

Second-Quarter - Leadership Team (Project Director, Program Specialist, Behavior Specialist, Site Coordinators, and school liaison) meet weekly to identify ways to increase learning opportunities and enroll more students in BGCBC-CLC. The team monitors benchmark testing, attendance, student behavior, survey results and makes necessary referrals for any additional support services needed. Modify center schedules based on student need and interest. Implement family engagement activities. Youth Ambassadors provide youth voice and choice to Leadership Team. Project Director ensures compliance with Texas Education Agency's Quality Assurance Process components. All centers complete the Weikart Youth Program Quality Assessment. At least 80% of students complete goal setting activity. Assess family engagement activities through satisfaction surveys; recruit additional community partners for implementation; and offer new opportunities for families to participate in literacy related educational development.

Third-Quarter Benchmark - Incorporate additional tutoring sessions to prepare students for statewide tests. Students not meeting academic standards receive targeted tutoring plan. Leadership Team collects and assesses end of year (EOY) benchmark data; administer EOY stakeholder surveys; and secure additional partnerships to increase academic and social services for youth and families. All centers complete an external program evaluation. Staff receive training based on areas of need identified through Weikart system. Implement culminating events for project-based learning to integrate families and community partners into afterschool activities. Project Director conducts formal site visits at all centers, uploads data and prepares reports. Leadership Team works to maintain enrollment.

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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.

BGCBC-CLC will make continuous quality improvement activities a part of its practice. Centers will employ strategies for program improvement based on regularly assessing quality practice, attendance and participation, and student outcomes and experiences. Staff teams will reflect on their team’s data and develop plans for improvement through meaningful conversations about one or multiple datasets. The Project Director and Site Coordinators will implement the action plan with staff; monitor their progress and celebrate successes in improving program quality. Some of their methods will include: 1) observing center staff as they facilitate programming with students; 2) monitoring youth participation; 3) using just-in-time techniques such as Pulse Checks to collect feedback; 4) determining whether stated benchmarks were achieved; and 5) providing ongoing coaching and training to support staff in meeting site improvement goals.

A team comprised of the Project Director, Program Specialist, Behavior Specialist, Site Coordinators, School Liaison and center staff will analyze evaluation data, identify challenges and make recommendations. Through regular meetings, the team will ensure that benchmarks and SMART goals are making progress or that modifications are integrated when benchmarks have not been met. Strategies for improvement may include adapting frequency of activities based on levels of participation and participant surveys, transitioning center staff based on skill sets, individual coaching, additional training, procurement of new innovative resources based on evolving academic needs and timelines for action steps.

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.

BGCBC-CLC staff and volunteers will deliver an outcome driven Club Experience, which consists of four components: Five Key Elements for Positive Change, high-yield activities, targeted programs, and attendance at each center. Using the Five Key Elements for Positive Change, center staff and volunteers will: 1) create a safe, positive environment; 2) generate fun and a sense of belonging; 3) encourage supportive relationships with peers and adults; 4) provide opportunities and set expectations; and 5) offer recognition.

Each center will implement Project Learn, BGCBC’s evidence-based holistic strategy that supports student learning, intended to complement, and reinforce what students learn during the school day, while creating experiences that invite them to fall in love with learning. Project Learn consists of five components: 1) homework help and tutoring; 2) high-yield learning activities; 3) parental involvement; 4) collaboration with schools; and 5) incentives. Homework help and tutoring is BGCBC’s Power Hour program that will enable students to develop the daily habit of completing homework and class preparation in a safe, quiet, dedicated space with highly trained staff and volunteer support and encouragement for five to six hours weekly.

The program will connect students to tutors who will provide targeted, personalized supports to help them improve in specific subject areas. Students who are performing below grade level at five identified high need schools will receive high-impact tutoring (HIT) from certified teachers or paraprofessionals using Texas Education Agency approved high-quality instructional materials (HQIM) including Amplify mClass Intervention, BookNook, and Zearn. Students will attend the session 30 minutes per day, three days per week for 30 days. Sessions will take place one-to-one or in small groups at an adult to student ratio of 1:3 for individualized support.

Youth Development Professionals and content experts will provide high-yield learning activities throughout the entire center to help students apply what they learn in the classroom to practical, real-life situations. High-yield learning activities are fun, academically beneficial activities that give young people an opportunity to practice or develop skills and behaviors needed for success in school. Many of these activities will involve common Club programs such as Connect Four, Scrabble, Club newspaper, etc. Others will focus on developing specific skills such as the KidzLit literacy program.

Student interest-based enrichment activities will include Fine and Performing Arts, Healthy Living Nutrition and Cooking Class, Engineering, Summer Learning Day, Foreign Language, Literacy Through Photography, Coding Club and Robotics, Mobile Golf, Health, Fitness and Sports, Table Top Gaming, The Ultimate Journey, Video Games Club, Video Club, Sports Club, Cheer Club, Dance Club, Technology Club.

Family engagement is an important component of the program. The program works to empower parents to support their child’s academic development. Center staff will inform parents of their child’s progress and provide programs and information that enable parents to assist their child at home. Staff will also encourage parents to become active participants in their child’s school (e.g., attend PTA meetings, attend parent-teacher conferences, volunteer at the school, etc.). Each center will host monthly family engagement activities such as family nights, cooking classes, nutrition education, game night and fitness. Additionally, centers will provide resources for working families and tools in areas such as GED, ESL, and computer courses, family literacy, career training, and parenting classes.

Collaboration with schools enables center staff to work with teachers to develop individualized plans for students to build their competency in challenging subjects. Each center will coordinate with the school day to address student needs through direct collaboration between the Site Coordinator and school liaison. This team will schedule ongoing meetings with campus administrators and teachers to regularly review students’ progress, especially students directly referred by school personnel. The school liaison will monitor program activities to ensure BGCBC-CLC is providing quality content and adhering to school district policies and procedures. The Project Director will monitor daily, weekly and monthly attendance and participation data and hold staff accountable for setting and meeting participation and attendance goals. The Director will meet weekly with Site Directors and Program Specialist to review data, comparing across all center sites.

Students participating in the Student Advisory Board at each center will provide youth voice to the program through engagement with program design, support and participation in the center’s Advisory Council. Center staff will facilitate student discussion, reflection and input for center improvements.

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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.

BGCBC-CLC is committed to using best practices. Daily access to a broad range of programs drives positive outcomes for youth and reinforces necessary life skills. Local need, available resources and the interests of youth help determine the mix of youth development programs. BGCBC-CLC will offer a wide range of programming that stress character and leadership development, health and life skills, art, sports and recreation, and education/career development. This variety of programs is part of our research-informed Formula for Impact, helping members achieve positive outcomes in three priority areas: Academic Success, Good Character & Citizenship, and Healthy Lifestyles. The formula is the vehicle that drives greater outcomes in the lives of youth served. This formula begins with youth who need us most (at-risk students, such as emotional or behavioral problems, truancy, low academic performance and showing a lack of interest for academics). We add the Five Key Elements for Positive Youth Development, which are: 1) a safe, positive environment (connected to feelings of emotional and physical safety); 2) fun and a sense of belonging; 3) supportive relationships, including positive adult connections; 4) opportunities and expectations, especially staff expectations of youth; and 5) recognition.

In addition, high-yield learning activities extend learning by providing opportunities to practice communication skills (reading, writing, speaking); problem-solving skills (math, science, technology); healthy living skills (being mindful of diet and exercise, avoiding risky behaviors); and character and citizenship skills (civics, volunteerism and civility). Then we mix in targeted programs to meet youth needs and interests.

The final component of the formula is attendance. Research shows that youth who attend the Boys and Girls Club more frequently, especially those who attend 104 or more days per year (an average of twice per week), are more likely to achieve positive outcomes, such as avoiding risky behaviors, and having increased levels of school efforts and academic confidence. Therefore, we focus on increasing attendance, program participation and member retention. (Arbreton, A., Bradshaw, M., Sheldon, J., and Pepper, S., 2009).

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.

Centers will use existing school district transportation arrangements with their respective school sites to provide transportation from the center, if needed. Additionally, Site Coordinators will survey parents about their transportation needs to ensure family needs are addressed each semester.

Students will be directly dismissed from their school day to the BGCBC-CLC program located on their home campus. Center staff will follow school district policies regarding transitioning students from their school day activities to the afterschool program, and from the afterschool program to dismissal. School staff will escort students to the BGCBC-CLC location on campus.

During program enrollment, parents will complete a student registration form that provides consent on how their child will travel home from the program daily. Based on the registration form, center staff will place students on rosters grouped into three categories—walker, car-rider or bus-rider. Walkers will sign-out with center staff at the set time determined by their parent on the Walking/Bike Riding permission form. The Site Coordinator and campus staff will verify car riders. In instances where an adult transports a student from the program, Site Coordinators will verify adult identity and permission to transport the student. Center staff will not allow any persons not designated on the student’s registration form to remove the student from the campus. Campuses that require bus transportation will use a district bus to transport students home. Designated staff will escort bus riders to the designated pick-up area. Bus drivers will receive a copy of the daily attendance roster to ensure each bus rider is accounted for during evening transport.

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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.

Upon notice of award, BGCBC will notify its Board of Directors and community partners through email and make a public announcement about the creation of BGCBC-CLC through an official press release. The press release will include each center’s location and contact information. BGCBC’s Communications staff will distribute the press release to local news outlets and post it on the agency’s website and social media sites. Partnering campuses will notify parents, students and the community about the new program. Site Coordinators will promote the program to families via Back to School orientations, school open houses, regular parent meetings, campus newsletters and flyers in students’ folders. Centers will use the campus marquee, school’s website and social media to promote the program at the start of the school year. BGCBC will also circulate information in relation to the centers and identified needs for service to the provider community.

On a continuous basis, BGCBC will utilize its website, email blasts and social media for announcements and program highlights. BGCBC maintains active social media accounts and its email blasts contact list includes more than 2,000 recipients. Center staff will share information via flyers, posters, bulletin boards, newsletters, school website, social media accounts, campus marquee, and student, family and school staff referrals.

Site Coordinators will: 1) will distribute flyers and monthly newsletters detailing previous month activities, announcements and the program schedule to principals, school staff, students and parents; and 2) work with campus staff to post weekly lesson plans in prominent school areas such as the cafeteria. BGCBC-CLC will also send emails, flyers, personal invitations and have one-on-one conversations to promote all family engagement activities and special events. BGCBC will make information available in English, Spanish and any other languages as necessary to align with each center’s demographics.

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)

BGCBC will coordinate with partnering organizations such as Junior Achievement of Brazoria County to recruit appropriately qualified persons to serve as volunteers. Junior Achievement of Brazoria County provides trained volunteers from the community to deliver proven lessons in financial literacy, work and career readiness, and entrepreneurship that are shown to positively impact the lives of young people. These lessons align with national and state educational standards and are delivered to students with the help of education partners. The Cub Scouts, Girl Scouts, AgriLife, Dow, BASF, Air Liquid, and Brass Pro will endow centers with great life and learning skill opportunities by professionals serving as mentors, collaborating with students on a project-based learning activity or hosting job shadowing experiences. Furthermore, center staff will encourage parents to volunteer for parent events/ activities and participate on the Advisory Council to promote the afterschool program and its accomplishments.

Volunteers interested in serving will complete a volunteer application and interview with the center Site Coordinator. BGCBC will conduct a background check that includes a review of sex offenders registries, child abuse and criminal history records. Once cleared for service, center-based volunteers will attend an orientation and integrate into programming.

Site Coordinators will use information gathered in the application and interview to ascertain areas of interest and skills. Volunteer readers will be matched with opportunities to enhance students' literacy skills and to foster a love of reading. Volunteer tutors will be matched with opportunities to instruct students one-on-one or in small groups. These volunteers can help by providing instructional tutoring and homework help as well as further instruction in specific content areas in which a student may struggle. Volunteer mentors will be matched with opportunities to provide emotional support and guidance for students.

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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.

BGCBC has partnership agreements in place with five local education agencies and community-based organizations to coordinate federal, state, and local programs and make the most effective use of public resources at each campus served through BGCBC-CLC. Included with this application are signed partnership agreements and letters of support from Independent School Districts. BGCBC will work in partnership with them to create 10 community learning centers that provide afterschool and summer academic enrichment opportunities for 660 students who attend high poverty and low-performing schools. All proposed schools are identified as Title I, Part A Schoolwide campuses and receive public funding for resources that help to provide a high-quality education that will enable all children to meet the state's student performance standards.

Partnering school districts will provide in-kind campus facilities use, food service, janitorial services, project monitoring and evaluation, student information sharing, technology. During the regular school year, the school districts will offer an in-kind donation of one snack per child per day provided through the federal school food program at the BGCBC-CLC site. Through their Federal Programs Department, the school districts will provide an in-kind donation of: 1) identifying and referring students to the BGCBC-CLC program based on district identification process; and 2) assisting in the monitoring and evaluation of the BGCBC program as needed.

As a member of the Greater Gulf Coast Community Network, BGCBC has easy access to make health, educational, and social service referrals for our shared community clients. The network enables BGCBC to provide referral resources with the click of a mouse, and community partners are also able to safely share information and create longitudinal social records for each individual as he or she receives services throughout the community. It currently consists of 41 organizations in Brazoria County. Furthermore, BGCBC works with leading experts in the areas of safety, security and technology to develop state-of-the-art solutions for centers. Partners include the National Child Safety Advisory Task Force, Blue Ribbon Taskforce, Mental Health First Aid, and Crisis Text Line.

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.

BGCBC will employ various strategies to achieve sustainability of the community learning centers after funding under this grant ends. Annually, BGCBC will secure a Memorandum of Understanding with Angleton, Brazosport, Horizon Montessori, Pearland, and Sweeny Independent School Districts for BGCBC to continue delivering afterschool and summer academic enrichment opportunities at the proposed school campuses. The school districts will continue to provide in-kind use of campus facilities, food service, janitorial services, student identification and referral, project monitoring and evaluation, student information sharing, and technology.

BGCBC will also convene key stakeholders from the Advisory Committee to participate in sustainability planning and execution. Members will recruit new program partners and volunteers; build relationships with potential funders; identify local resources to leverage; assist in the development of funding proposals; and track progress on sustainability benchmarks.

Additionally, BGCBC will use resources provided by this grant as leverage to obtain other private and public funding streams to sustain the centers beyond the term of the grant. Throughout the year, BGCBC's Grants Specialist will research, identify and submit grant proposals to private foundation, corporations and public entities and use the evaluation data to present the effectiveness of the program to potential funders. Some of our long-time funders include Brazoria County Precincts, Texas Alliance of Boys & Girls Clubs, and United Way of Brazoria County. BGCBC will also hosts various fundraisers/special events (i.e., Annual Campaign, Raffle, Golf Tournament and Gala) throughout the year to garner community awareness and generate more funds. Proceeds from these events support the entire organization while a portion will go to funding programs and operations at each center.

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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

BGCBC will work in partnership with three local education agencies (LEAs), including Angleton, Brazosport, Horizon Montessori, Pearland and Sweeny Independent School Districts, to administer the BGCBC-CLC program. Partnership agreements are in place to define the role of each organization to achieve objectives. Elected members of the local school boards from which students will be served have committed to supporting sustainability efforts beyond the life of the grant. The Boards will support program activities through individual and collective networks to help bring in the necessary resources to maintain quality programs. See attached signed partnership agreements and letters of support.

BGCBC is responsible for BGCBC-CLC program implementation, grant management, professional development, curriculum resources, community partners, budgetary compliance, and fiscal and programmatic reporting. To ensure the implementation of a quality program, BGCBC will employ a Project Director, Site Coordinators, Program Specialist, Behavior Specialist, Program Manager and Youth Development Professionals. A Membership Coordinator and Grant Accountant will provide additional support for assurance that all services provided at each Center meet Texas ACE mandates. Furthermore, the Chief Executive Officer and Director of Operations will provide program oversight and training.

Collaborating LEAs will provide in-kind donations of: 1) campus facilities use - adequate space for academic instruction and enrichment at proposed campuses; 2) food service - one snack per child per day provided through the federal school program at each center; 3) janitorial services to clean the facilities used by BGCBC-ACE without disruption of activities during the regular school year and summer camp; 4) student identification and referral - Federal Programs Department and campus administration identifying and referring students to program based on district's identification process; 5) project monitoring and evaluation - Federal Programs Department and district administration assisting in the monitoring and evaluation of program; 6) student information sharing - providing data regarding participating students that is necessary to fulfill TEA's reporting requirements; 7) technology - allow Site Coordinators internet access on the appropriate campuses for reporting and programming purposes. LEAs will also provide BGCBC-ACE bus transportation at a low rate to transport students to and from educational field trips.

BGCBC-ACE will utilize local community members to provide an array of opportunities to students and families at centers. Youth serving organizations and community volunteers will deliver innovative projects that are engaging and address the academic and enrichment needs of students. For example, Junior Achievement of Brazoria County will provide volunteers to serve as role models and facilitate engaging learning activities that focus on financial literacy, work and career readiness, and entrepreneurship. Brighter Bites will provide fresh fruits and produce, nutrition education, and fun food experiences to teach students, families and teachers healthy ways to use their food through cooking classes. Little Birdies Golf Academy will provide fun, innovative lessons that teach the intricacies of golf, from the history of the game, to scoring, full-swing, putting, chipping, bunker-play all while incorporating math and science skills and key character traits in every lesson needed for the game as well as life. Additional program opportunities will be provided by volunteers from BGCBC's many collaborative partners such as Cub Scouts, Girl Scouts, AgriLife, Dow, BASF, Air Liquid, Brass Pro, Freeport ING, TDECU Bank, 3m and United Way of Brazoria County who will endow the Centers with great life and learning skills opportunities.

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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.

Collaboration with schools enables BGCBC-CLC to work with teachers to develop individualized plans for student members to build their competency in challenging subjects. The Project Director will make annual visits to partnering schools, providing school officials with details of the BGCBC educational programs such as Project Learn, Power Hour, Diplomas 2 Degrees, and Summer Brain Gain. Site Directors will work with teachers of student members to make sure the center is assisting the student in the best way possible. They will communicate about curriculum, learning goals, and student strengths and needs to further reinforce and support academic skill-building.

BGCBC-CLC will implement supplemental High-Quality Instructional Materials and High Impact Tutoring (HIT) products during Power Hour (homework help and tutoring) programming at five high need schools. The schools include Southside Elementary, O'Hara Lanier Middle, O.M. Roberts Elementary, T.W. Ogg Elementary, and Sweeny Elementary. The HIT program will serve a combined 60 students (12 per site) who have tested 50% below grade level using Texas Education Agency approved high-quality instructional materials including Amplify mClass Intervention, BookNook, and Zearn. Students will attend HIT 30 minutes per day, three days per week for 30 days. Sessions will take place one-on-one or in small groups at an adult to student ratio of 1:3 for individualized support. Highly trained teachers or paraprofessionals will serve as HIT tutors and work to build a strong relationship with students.

Site Coordinators will coordinate with school-day administration to identify and create appropriate schedules to address student needs. The Site Coordinator will schedule ongoing meetings with campus administrators, school-day teachers, and counselors to regularly review students' progress.

The first meeting will take prior to the start of the program and consist of reviewing student standardized testing scores, needs assessments, and previous year grades to determine which students have not met the necessary requirement for their grade level. Students who are below 50% of the standardized requirement of grade level will be selected to attend HIT sessions. The Site Coordinator will review report cards for students to assess the needs of students within the HIT program and to identify additional students needing HIT services. Once a student completes their HIT sessions, they continue to receiving targeted academic support though BGCBC's school-day aligned academic activities in Project Learn and Power Hour.

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

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, Others"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Absenteeism/Truancy"/>
Group	<input type="text" value="Teachers, Others"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Learning and Physical Disabilities"/>

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 Full-time), including benefits	\$85,000
2.	Program Specialist (1 Full-time), including benefits	\$60,000
3.	Site Coordinators (10 Full-time), including benefits	\$580,000
4.	Administrative Support (CEO, Dir of Operations, Finance Mgr, Office Mgr, Membership Coord	\$75,000
5.	Other (Behavior Specialist, Program Manager, Youth Dev Professionals), including benefits	\$400,000

Professional and Contracted Services

6.	Rental or lease of buildings, space in buildings, or land	\$45,000
7.	Independent evaluation services (external)	\$20,000
8.	Enrichment and family engagement services	\$50,000
9.	Pre-employment drug test, background checks, fingerprinting	\$20,000
10.	Professional and contract services that do not require specific approval	\$40,000

Supplies and Materials

11.	General supplies and materials - office supplies, audio visual aids, computing devices, etc.	\$40,000
12.	Supplies and materials for student academic enrichment activities	\$70,000
13.	Supplies and materials for family engagement activities	\$20,000
14.	Nonfood supplies - gloves, cups, plates, spoons, forks, napkins, straws, etc.	\$3,000

Other Operating Costs

15.	Nutritional snacks for students and parents during program offerings; food for mtgs/trainings	\$20,000
16.	Student transportation services; local mileage for PD, PS and Site Coordinators	\$50,000
17.	Employee travel to required Texas ACE state and regional training, mtgs, conferences, etc.	\$30,000

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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