



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): [ ]

1. Applicant Information FOGlight Ministries

Name of organization Braveheart Network Community Development Corp.

Campus name [ ] CDN [ ] Vendor ID [ ] ESC [ ] UEI [ ]

Address 3824 Cedar Springs City Dallas ZIP 75219 Phone 972-703-JOCK

Primary Contact Basil Mitchell Email info@playermademotivation.com Phone 9039467396

Secondary Contact Santrecia Mitchell Email santrecia@playermademotivation.com Phone 9038559512

2. Certification and Incorporation

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

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

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

Authorized Official Name Basil Mitchell Title Program Direct Email info@playermademotivation.com

Phone 9039467396 Signature Basil Mitchell Digitally signed by Basil Mitchell Date: 2023.01.05 09:21:24 -06'00' Date 01/05/2023

Grant Writer Name Basil Mitchell Signature Basil Mitchell Digitally signed by Basil Mitchell Date: 2023.01.05 09:22:04 -06'00' Date 01/05/2023

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.

Our team studied multiple research reports related to student-athlete mental and emotional health concerns, and the impact of traumatic brain injuries (TBI) on academic success and behavior. The 2019 NCAA (Mind, Body, Sport) took a deep look into the athlete-specific issues that can become problematic for student-athletes as they navigate through the education system and their eventual disengagement from sports. Colorado BOE's Brain Injury in Children & Youth, Harvard's Center on the Developing Child, and Brain Injury association of New York all provided insights into why student-athletes, especially those in economically disadvantaged schools and minority communities are over represented in the number of students that don't meet standards in academics and behavior indicators. The interviews with community stakeholders (ie. coaches, parents, school staff, and the student-athletes themselves) show concern for the mental/emotional health and future wellbeing of those that engage in sports. The number of students that see themselves as professional athlete prospects, but routinely are in jeopardy of missing time from sports for grades and/or behavior is high. We asked Athletic coordinators for an average number that had trouble with grades during the school year, and that is how we arrived at the targeted participation numbers for students and adult family members.

Most stakeholders agreed that something needed to be done, but school staff and community members felt they didn't have the time or knowledge to implement a program that could address the issue. We decided to go with a combination of recommendations discussed in our research. We plan to provide executive function coaching, SEL training, and brain development education in an afterschool program disguised as sport-specific mental fitness and peak performance training which is an evidence-based sports psychologist approach. Since getting treatment from a licensed sports psychologist would be too expensive for most of the working families in the community, we felt 21st century community learning centers would be the most cost effective way to get economically disadvantaged student-athletes the help they needed. We used resources provided by Afterschool Alliance to help outline the program.

A comprehensive study showing sports-based youth development (SBYD) programs play a significant role in fostering critical social and emotional learning (SEL) skills necessary to succeed in school, careers and life. These SBYD programs have a particularly strong impact on young men of color and youth in under-resourced communities.

The study, funded by The Allstate Foundation, surveyed nearly 10,000 youth across the country who participated in a SBYD program. It found that substantially more young people in SBYD programs develop SEL skills than those attending non-sports programs.

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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.

Mental Fitness center will implement HQIM/HIT products as measured by the TX21 attendance. We plan to meet or exceed the targeted student & adult attendance goals. An important goal is to have 75% of students show an increase in engagement in learning as measured by end of year school day teachers surveys.

The athletic coordinators on each campus will refer student-athletes that they feel could benefit the most from the program. Student-athletes that are routinely in jepardy of missing time due to grade or behavior issues are a priority. We do anticipate students that are not at-risk would be interested in participation in the programs and will be placed on a waitlist if centers are at capacity.

Research shows students living in poverty tend to have adult family member that struggle with executive dysfunction that impact them in their work. Therefore we will offer adult family members education, assessment, and training on an as needed basis. We plan to conduct community mental/emotional health summits to inform the community of the issues that are impacting student-athletes so they can help identify behaviors of students stuggling and offer appropriate support.

The creation of a UIL approved Athletic Academic Booster Club to support students-athletes' academic success and get parents, teachers, local businesss leaders and community advocates engaged with the program is important for center success.

This will also provide us with a good database of possible staff to recruit. Professioanl development and training will be a strong priortiy to ensure strong program operations. We wiil implement and follow the Texas ACE Blueprint for quality implementation a quality assurance measure.

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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.

In accordance with the Texas ACE Blueprint, we will follow the Capacity Development Process (CDP) that draws on logic model and action planning resources to help ensure that we drive program quality improvements. Components consist of the following:

1. Self-assessment conducting local program site visits and reflection on complied QAP results & other related data sources.
2. Action planning indication ideal factor and priority areas for improvement and development of new SMART goals to achieve results.
3. Follow-up coaching to progress toward meeting goals & sustainability.

**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 21<sup>st</sup> 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.

1. Targetd academic support- executive function coaching will help improve skills that are essential for academic sucess. Play Attention is an evidence-based cognitive training system that uses NASA inspired technology to strenghten executive function skills in children and adults alike. Our coaching sessions work with students on goal setting, planning, organization, prioritizing tasks, time manangment, and social skill training. The use of this system were evaluated in a peer reviewed study conducted at Tufts Univerity and showed significant improvement in increasing executive functions and curtailing impulsive behaviors.

2.Student interest-based enrichments- athlete media training provided by local media personalities to help student improve communication skills by learning proper interview techniques. Imporved reading levels, by learning to neogiate player contracts. Math skills will be improved by understanding league salary caps and studing player endorsement deals. We will also explore other career option in sports and entertainment industry other than being the player. This should open up more options for student-athletes that discover that they can no longer participate as a player. The program is focused on improving attention & concentration, and by tracking and learning to handle mental errors in sports we can increase the students ability to pay attention in other areas that require sustained focused attention, like standardized test taking..

3. Family Engagment- Student Athlete Academic Booster Club will create a community support for student athlete's academic success. We will conduct montly meetings, fundraisers, workshops & presentation, family nights, members will be able to volunteer to tutor, check grades, mento student-athletes, form accountalbity parterships, provide quarterly progress reports to the communtiy, and have members chaparone field trips to univerity level athletic acadmic support centers.

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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.

Research demonstrates sports-based youth development programs foster significantly more social and emotional learning than non-sport after school programs. With this in mind, we will continue to provide activities that incorporate sports as a career path. We will use the students love and interests in sport to improve their motivation to become avid learners in other fields of endeavor. Taking the sport psychology approach has proven to create more engagement from students that identify as an athlete whether they play for the school or in other recreational leagues. Many student-athletes see athletic scholarships as the only way to college. While we are exploring the industry as a whole, we will educate them on other opportunities that can get them to college. If they find out that college is not really something they are interested in the executive function skills and emotional maturity development will have them poised for a healthy transition from sports to the workforce. If a student-athlete finds they are interested in other jobs within the sports industry, we will help them facilitate internships to develop work related skills.

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.

Each center will be based on the campus where participants attend. Most students will be picked up by parent/guardians, some will have transportation (high school). The academic booster club can create a ride share/carpool for students that don't have a way to & from the center after hours. We will also look into partnering with a ride share service such as UBER to offer transportation for the students at a reduced rate. This option will be available only with parental consent.

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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.

Because we are linked with the athletic department at the campus level, we will be able to share information about the center through the SportsYou app. We will set up information tables at home sporting events, community outreach efforts at churches, community centers and clubs. Information will be on our partners websites. The site coordinator will analyze the effectiveness of recruitment efforts to ensure high-need students are prioritized for Center services

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)

1. Student athlete Academic Booster Club volunteers, parents, school staff
2. Members of the community ie. retired educators & school alumni that want to give back
3. Local business & political leaders
4. College student-athletes that can mentor younger students

We will conduct criminal background checks and screening on all volunteers to ensure a safe environment for all students and staff. Volunteer will be placed in areas where they have the most coparticipancies. (ie. former teachers will help with tutoring)

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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.

Program director will coordinate with the school to access and implement effective advising framework, work-based learning frameworks, and will utilize ADSY funds for summer learning activities. We will also use available resources such as:

- TEA mental health services
- 504 Family resources
- Concussion management team resources
- food snack programs
- instructional material & tech allotments
- Positive behavior interventions and student supports.

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.

There has long been a negative stigma associated with addressing mental/emotional concerns in the athletic community. The grant will provide support in our development and proof of concept among those members of the community that don't see the initial evidence-based benefits. After grant funding ends, we will continue with fundraising efforts. Donations made to Braveheart Network Community Development Corp. will be used to support the ongoing operations. Schools that want the program to continue on their campus can also use funds available to LEA to support center level operation. We will continue applying for other grants that we are eligible for.

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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

The Richardson isd (LEA) and Braveheart Network CDC (non-profit community organization) have established a understanding in order to implement Player Made Motivation Mental Fitness program at Liberty jr.high, Apollo Jr. high, and Berkner High. 2. Braveheart Network CDC will operate starting on a specified date in September thru a specified date in May with the exception of non-school days. Braveheart programming will operate during a time period when regularly scheduled afterschool programming operates.

1. The Player Made Motivation program director will collaborate with RISD staff to ensure program alignes with school day activities. 2.Braveheart Network CDC requests that all students participating in the programming do so for the entire length of the program. Afterschool Staff and Braveheart Network staff will work together to support student retention in the program. Both parties will make their best efforts to see that this happens, but it is understood that there may be circumstances in which this expectation cannot be met 3.Player Made Motivation will run continuously while school is in session. 4. All communication regarding Player Made Motivation should be responded to within in 2 working days.

As part of the Player Made Motivation program, Braveheart Network CDC provides the following things to help ensure a successful and fun experience.Training for program coordinators, Training materials & curriculum for program volunteers. Executive Function coaching and mentoring and Cognitive enhancemnt activities for students and adult family member.. Relationship development support for coordinators, youth and volunteers. Volunteer management, and transition oversight.

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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.

The advisory group will provides feedback and guidance to inform program development and improvement that align with regular school day programs. The advisory group will have a diverse community representation from families, educators, business, and other relevant entities that will review school day data to inform site coordinators to revise center activites to support school day needs. The center will act as a bridge between the athletic department and academic departments to insure effective information sharing to best support student in need of support. The program will offer student athlete study hall afterschool for athletes struggling to stay eligible for play. Our Cognitive training program is embedded with a homework monitoring system that will inform coaches of areas where the student is weak so a individualized plan can be created for that student.

In our summer learning sessions, students will be coached and given an accountability mentor that will help them create a yearly plan of action complete with SMART goals for their sports, academics, and social life. Summer snack will focus on healthy options like smoothies that provide quality nutrients that support intense training that is required to perform most sports.

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**9. Equitable Access and Participation**

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

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

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

**10. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.	Program Director	55000
2.	Administrative Asst.	15000
3.	Fringe benefits (15%)	10500
4.	site personnel x 3sites	223500
5.		

**Professional and Contracted Services**

6.	behavior coaching & mentoring services	45000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Lab stations x 15	75000
12.	supplies	3000
13.		
14.		

**Other Operating Costs**

15.	Administrative travel	6000
16.	misc. operating cost	500
17.	Transportation	15000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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