



2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

NOGA ID []

Application stamp-in date and time

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

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

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

Grant period: From 07/01/2021 to 07/31/2022 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization Boys & Girls Clubs of Central Texas, Inc.

Campus name [] CDN [] Vendor ID [] ESC [] DUNS 830275405

Address 703 North 8th Street City Killeen ZIP 76541 Phone 254.699.5808

Primary Contact Tiana Quick Email tquick@bgctx.org Phone 254.699.5808

Secondary Contact Anjin Owens Email aowens@bgctx.org Phone 254.699.5808

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 Tiana Quick Title CEO Email tquick@bgctx.org

Phone 254.699.5808 Signature Tiana Quick Digitally signed by Tiana Quick Date: 2021.01.21 16:25:02 -06'00' Date 01/21/2021

Grant Writer Name Daniel Hall Signature Daniel W. Hall Digitally signed by Daniel W. Hall Date: 2021.01.21 16:25:13 -06'00' Date 01/21/2021

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

For TEA Use Only:

Adjustments on this page have been confirmed with [] by [] of TEA by phone / fax / email on []

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
Campus-level achievement gaps, as compared to state averages, in the percentage of students meeting "Approaches Grade Level Standard or Above" on STAAR Math (-2.6% average ES / -9.25% average MS) and ELA Reading (-3% average ES / -6% average MS).	Through collaborative partnerships, deliver Boys & Girls Clubs (BGC) tutoring, academic enrichment, intervention, and remediation activities; align curriculum delivery with school-day learning objectives, TEKS standards, and teacher-reported student learning/achievement gaps.
Reported gaps in student SEL competencies and an absence of available programs. Below state average attendance rates at all MS; ISS incident rates by At-Risk youth greater than 45% at all ES.	Deliver BGC SEL enrichment programs and activities; measure student SEL skills attainment; monitor correlating changes in attendance, teacher/parent reported engagement in learning, and ISS incidences.
Low participation rates in family engagement activities, parental interest to improve understanding of student learning objectives, and systematic barriers for working families to support student success as measured by survey tools and quantitative reporting	Leverage existing collaborative partner parent engagement systems to implement a strategic communications plan to increase parental understanding of student learning, deliver family-focused case management interventions, and facilitate an array of family engagement activities.

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.

During each program year, 100% of students will experience improvement in (2) or more of Texas ACE's measures of effectiveness: STAAR Reading and Math performance, GPA growth, attendance rate improvement, in-school suspension (ISS) rate reduction, and teacher-reported engagement in learning improvement. Specifically, Boys and Girls Clubs of Central Texas (BGCTX)'s ACE program will 1) Improve student success; 2) Increase student engagement in learning and attainment of SEL competencies; and 3) Increase parent understanding of and engagement in student learning objectives. BGCTX will measure student progress and goal attainment by collecting, benchmarking, and regularly monitoring student academic achievement data provided by parents and teachers and routine administration of curricula/activity specific survey and monitoring tools.

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

Hire and train ACE program staff; Formalize collaborative agreements and begin implementation of services with the external Evaluator and partners Texas A&M University – Central Texas (TAMUCT) & Aware Central Texas (AWARE); Identify campus-recommended target audiences for participant recruitment; Initiate targeted student recruitment initiatives; Enroll 40% of targeted student population at each Center; Secure executed parent expectation agreements; Begin delivery of academic and behavioral interventions; Begin delivery of academic, SEL, and family-focused remediation and enrichment programming; Initiate (1) family engagement and (1) parent education enrichment activity per site; Track student program and activity attendance; Secure student-specific qualitative and quantitative benchmark performance data; and establish individualized outcome plan.

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

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Establish lines of communication with teachers of ACE students to ensure program alignment with school-day needs / priorities; Continue campus and parent targeted student recruitment initiatives; Enroll 70% of targeted student population at each Center; Track student program and activity attendance; Begin implementation of an attendance and academic achievement incentive programs; Begin implementation of parent and community-based strategic communications plans; Engage Advisory Committee for quarterly evaluation of program implementation, goal alignment, sustainability goals, and modification recommendations; Secure parent expectation agreements; Initiate (1) family engagement and (1) parent education enrichment activity per site; Continue collection of relevant student progress data; and administer program-specific assessments / monitoring tools to students, parents, and teachers.

Third-Quarter Benchmark

Refine program structure systems and processes; Continue campus and parent targeted student recruitment initiatives; Enroll 100% of targeted student population at each Center; Track student program and activity attendance; Initiate (1) family engagement and (1) parent education enrichment activity per site; Continue collection of relevant assessment data and administration of monitoring tools; Administer National Youth Outcomes Initiative (NYOI) youth development survey to ACE students; Continue implementation of program enrichment, remediation, intervention and incentive activities; Implement tracking and incentive program to increase parent school-day or ACE program volunteerism; Initiate summer program student retention and recruitment strategies; Collect participant report cards; and Engage Advisory Committee for quarterly evaluation of program implementation, goal alignment, sustainability goals, and modification recommendations.

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.

BGCTX will engage Dr. Selina Mireles to conduct a formative and summative evaluation of the ACE program. Dr. Mireles will implement an evaluation plan in accordance with the Texas ACE Independent Evaluation Guide and in alignment with Texas ACE Blueprint Quality Indicators. The formative evaluation will establish performance benchmarks, monitor student progress, and monitor ACE program operations to ensure alignment with the following quantitative measures: State Assessment performance (STAAR Reading/Math); GPA improvement; Attendance rate improvement; Discipline / in-school suspension (ISS) incident reduction; ACE program attendance; and Blueprint quality indicators. BGCTX will utilize parent expectation agreements to collect all related quantitative data for student participants. Parent agreements will include a commitment to provide prior-year benchmark data at the onset of student enrollment and regular student progress data throughout program periods. The summative evaluation will establish SEL competency, learning engagement, and parent activity impact measurable benchmarks, monitor stakeholder progress, and measure annual impact to ensure alignment with the following qualitative measures: teacher, parent, and student reported engagement in learning; student SEL competency attainment; and family-centric program strategy impact on parent engagement in student learning. BGCTX will measure the impact of student SEL enrichment and family-centric activities by implementing the Collaborative for Academic, Social and Emotional Learning Standards (CASEL)'s assessment tools for student and family reported SEL competency attainment (bi-annually), student and parent activity-specific pre and post-assessments/surveys (on-going), and teacher-reported student learning engagement surveys (quarterly) ((2015) CASEL Program Guides). The Evaluator will conduct monthly reviews of summative and formative data, conduct bi-annual audits of ACE operations audits, and deliver quarterly Advisory Committee modification and objective-alignment reports Advisory Committee. Program design will provide ACE staff with monthly opportunities to ensure continual alignment with ACE objectives and progress concerning SMART goals / Adjust activity curricula; and provide the Advisory Committee with quarterly opportunities to approve structural modifications to program design and delivery.

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

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.

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.

During the fall of 2020, BGCTX staff initiated a comprehensive process to assess youth and family needs within the Killeen Independent School District (KISD) service area. Staff utilized a diverse sample of internal and external data to conduct the assessment: KISD District and Campus Improvement Plans (CIP); TEA TARP reports, Parent / Youth Surveys; and interviews with KISD administrators and youth-focused organizational stakeholders. Assessment findings revealed a strong network of district-funded and community-based-organization (CBO) operated school-day systems to support student achievement; a district-wide absence of SEL programs and correlating gaps in student SEL competencies; a robust CBO social-services referral network; low rates of parent engagement in student learning and family activity participation; and gaps in the availability and accessibility of academically rigorous after school program options. BGCTX and the YMCA operate the only district-approved after school programs in the community. However, both programs lack academic achievement emphasis, and the YMCA program presents financial barriers that limit accessibility. Parent surveys and representative samples of target feeder school CIP's informed BGCTX's identification of working family needs and the development of related ACE program activity strategies. The following "problem statement" samples from a KISD CIP's provide an overarching illustration of student SEL needs: "Gaps in socio-emotional programs have led to an increase in discipline incidents of assault, defiance, disruption, threat, persistent misconduct, and truancy" and, "Students struggle with self-regulation concerning academic performance, essential life skill development and personal behavior." Among surveyed parents, 86% reported interest in receiving more information about what their child was learning in school and 76% reported financial, transportation, or family structure barriers to their child's participation in after school programs. Assessment findings informed the selection of the following 10 high-need feeder schools and the proposed creation of 7 Academic Centers of Excellence (ACE): Peebles Elementary (PES-06190) and Brookhaven Elementary (BES-06125) - MLB ACE; Richard E. Cavazos Elementary (CES-06137) and Nolanville Elementary (NES-06115) - Nolanville Unit ACE; Trimmier Elementary (TES-06127) and Willow Springs Elementary (WSES-06120) - Woody Hall Unit ACE; Eastern Hills Middle (EHMS-06046) - EHMS Ace; Manor Middle (MMS-06044) - MMS ACE; Palo Alto Middle (PAMS-06048) - PAMS ACE; and Rancier Middle School (RMS-06043) - RMS ACE. All feeder schools serve a majority ethnic minority population and a higher rate of low-income students than the state average by a factor of 15-45%. In addition, 9 out of 10 feeder schools are currently identified by TEA for "Targeted Support and/or Improvement" (TSI / TS) monitoring, and 7 out of 10 serve a higher rate of At-Risk students than the state average. Given this high rate of need, BGCTX proposes 75% of students served by the ACE program will possess At-Risk indicators and attend schools meeting priority criteria. BGCTX analyzed student academic achievement gaps by key demographic indicators compared to state averages in the percentage of students achieving "Approaches Grade Level Standards or Above" on STAAR Reading/Math assessments. The following tabulation provides a campus-specific summary of the largest achievement gaps based on this comparative criterion (Campus: Reading – Indicator (Performance Deficit) / Math - Indicator (Performance Deficit): PES: White (-20%) / African American (AA) (-13%); BES: AA (-13%) / English Language Learner Current (ELL) -3%; CES: White (-1%) / ELL (-1%); NES: Hispanic (-6%) / Multi-Race (-8%); WSES: AA (-12%) / AA (-22%); TES: Multi-Race (-48%) / Pacific Islander (PI) (-42%); EHMS: ELL (-25%) / ELL (-13%); MMS: PI (-28%) / PI (-19%); PAMS: AA (-18%) / AA (-21%); RMS: ELL (-27%) / AA (-15%). Data collection and monitoring systems and processes established by BGCTX's ACE program design will allow for on-going evaluation of service delivery to and participation by targeted needs-based audiences. ACE staff will meet with campus Administrators monthly to review student attendance data in relation to identified and ongoing needs-based audiences.

For TEA Use Only:

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

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.

The delivery of BGCTX led and CBO / KISD supported academic enrichment activities and related evaluation plan ongoing monitoring strategies will improve student academic success as measured by parent-provided quantitative academic performance measures of effectiveness. Through annual program participation, 90% of ACE students will achieve improved school-day attendance and obtain on-time grade advancement, and 75% will exhibit improvement in prior year GPA and/or state assessment (STAAR Reading / Math) performance. In pursuit of a collaborative goal to close assessment-identified academic achievement gaps (STAAR performance by high-need demographic indicators), ACE staff will engage Administrators from each feeder school to compile pre-qualified lists of students not meeting state assessment performance standards for ACE program recruitment and intervention activity referrals; conduct monthly reviews of student participation representation, ACE activity impact, and program alignment with school-day learning objectives; and conduct on-going evaluations of student needs. To support the implementation of activities associated with this goal, ACE staff will implement BGC's evidenced-based Positive Youth Development model which is "grounded in five research-based components: a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of growth and achievement, (Mannes, M., Lewis, S., & Streit, K. (2005) Deepening Impact through Quality Youth Development Strategies and Practices)." To strengthen academic achievement impact and alignment with school-day learning objectives, BGCTX's staffing model will include contractual engagement of campus Administrator recommended Interventionist (10) to serve as Academic Coordinators and Teachers and (14) to provide homework help and tutoring support. In practice, Academic Coordinators, Teachers, and ACE staff will implement the following strategies: administration of prior year, grade-level specific, selections of STAAR Reading and Math assessment questions to all students during Q1 of the program year; daily incorporation of STAAR assessment questions and TEKS criteria in high yield learning activities during tutoring and homework help periods; and recruitment and matching of high-need students for intervention activities. The delivery of BGCTX led, and CBO / KISD supported SEL enrichment, intervention, family-centric activities, and related monitoring and objective-alignment modification strategies will increase student achievement as measured by survey and monitoring instruments associated with qualitative measures of effectiveness. Through annual program participation 100% of ACE students will exhibit improvement in their attainment of CASEL's (5) SEL competencies (www.casel.org/sel-framework (2020) CASEL's SEL Framework), 60% will show improvement in teacher-reported engagement learning, 60% of MS students will achieve improved school day attendance, and 45% of behavior needs-based ES students will experience reductions in in-school suspension incidents. ACE staff will engage campus Administrators in pursuit of a collaborative goal to 1) reduce ISS incidents for elementary-aged At-Risk youth and 2) close middle school campus attendance gaps compared to state averages. Collaborative activities will mirror those related to the academic achievement SMART Goal and include the following strategies: on-going application of OJJP mentorship program standards, Positive Action curricula (summer), Check and Connect, Response to Intervention (RTI), and prevention and intervention strategies; family-focused behavior and academic intervention case management by the Family Engagement Specialist (FES); and on-going needs-based student and family referrals to BGCTX's CBO social services network which includes, but is not limited to, (no-cost) mental health interventions by Texas A&M University Central Texas (TAMUCT) counseling students and AWARE Central Texas (AWARE) case management/ family advocacy. To support student success and ACE program family engagement priorities, BGCTX's ACE program will include "Family-Fun" and "Parent Enrichment" activities. The FES will facilitate each activity type at at every ACE per quarter. Family-Fun activities will include but are not limited to: parent game nights, competitive recreation activities, service learning project with families, and curricula-specific activity collaboration. Parent Enrichment activities will include but not limited to: grade-level specific tutorials designed to increase parent competency support student real-time learning objectives; education and financial literacy classes; workforce and career readiness seminars; and education classes designed to strengthen relationships within the family.

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

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.

BGCTX ACE program includes academic and behavior interventions, academic and SEL enrichment, and positive youth development activities. All ACE activities are grounded in research and/or evidence-based and guided by curriculum-based structure. BGCTX's academic enrichment activities include the Power Hour (homework help), Project Learn (tutoring/enrichment, school-year), and Summer Brain Gain (tutoring/enrichment, summer) programs. Project Learn is designed to build and reinforce academic skills through five components: Homework Help and Tutoring, High Yield Activities, School Day Collaboration, Parental Involvement, and Students Incentives/Recognition. High Yield Learning Activities are intentionally designed to provide students with after school learning experiences that are hands-on, interactive, and linked to specific academic skills. Summer Brain Gain is a summer learning program that utilizes a project-based approach to reinforce skills in reading, writing, math, and STEM. BGCTX's SEL enrichment activities include SMART Moves- Start Smart, Stay Smart, Street Smart (school-year); and SMART Girls, Passport to Manhood, and Positive Action (summer). The SMART Moves – Start Smart, Stay Smart, and Street Smart curricula utilize age-appropriate, small group discussions and activities to develop responsible decision-making skills that enable students to avoid risky behaviors and resist participation in bullying, fighting, gangs, and violence. Passport to Manhood and SMART Girls are life skills programs that guide boys and young men/girls and young women in navigating the transition to healthy and responsible adulthood. BGCTX's positive youth development activities will incorporate the Triple Play curriculum year-round. Triple Play is a comprehensive health and wellness program, developed in collaboration with the US Department of Health & Human Services that features three components: Healthy Habits; the Fitness Challenges; and Social Recreation which helps youth build skills in cooperation, sportsmanship, and conflict resolution while enjoying games together. Academic and SEL enrichment activities will promote student agency by providing participants with daily options to choose among a variety of small group / subject matter specific learning activities. As an example, ACE staff will facilitate multiple daily small group high-yield learning activities such as Cahoot Trivia of Triple Play Social Recreation games that focus on Math or Reading Enrichment. Partnerships embedded within the program design will supplement objective-specific outcome attainment and school-day learning alignment. BGCTX has a strong and established record of maintaining contractual programmatic partnerships with KISD (12 years), AWARE (8 years), and TAMUCT (6 years). These experiences informed BGCTX's acknowledgment of AWARE's family-centric advocacy and intervention expertise, the proposed contractual engagement of an AWARE Family Engagement Specialist (FES), and the higher education course-based partnership design and oversight model with TAMUCT students and faculty. Undergraduate students and the AWARE FES will lead ACE program academic and behavior intervention activities using the Response to Interventions (RTI) framework and Registered Behavior Technician (RBT) best practices. ACE staff will leverage on-going data collection systems and school-day alignment strategies to identify and recruit students for intervention activities from each campus's needs-based target audience and develop needs-based (academic or SEL) performance plans for intervention recipients with parent, teacher, and student input. All TAMUCT student-led intervention activities are associated with faculty-supervised graduation plan and certification requirements. Accordingly, BGCTX proposes contractual engagement with TAMUCT to support costs related to supervision by 2 adjunct faculty of intervention activities that exclusively occur during ACE program operations. Together, BGCTX and TAMUCT will work towards a goal of matching 27 high-need ACE students per Elementary School (ES) site and 36 per Middle School (MS) site to each TAMUCT student (9 per class per semester) for intervention case management. BGCTX's partnership design has the potential to produce maximum of 3,500 TAMUCT student-led and faculty-supervised intervention hours each school year. In addition, AWARE's FES will manage a family-focused intervention caseload of no less than 20 participating families (at all times) across 9-week intervention program periods in pursuit of a goal to provide intervention services to 10 unduplicated families per site per year. All ACE staff will implement regular monitoring of student engagement expectations and outcomes by incorporating, no less than monthly, youth-led reflective observations of program session activities.

For TEA Use Only:

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

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

BGCTX's ACE program design includes planned partnerships with KISD, AWARE, and TAMUCT. The collective scope of these partnerships will expand high-need student and family access to after school programming; enhance the quality and impact of after school programming for existing need-based student audiences currently receiving services; expand and enhance the educational and service-learning capacity of TAMUCT; and enhance KISD campus-level performance, student achievement, and TITLE-1 program impact / participation. BGCTX currently operates the Army Youth Programs in Your Neighborhood (AYPYN) after school program at all middle and high school campuses, in partnership with Communities in Schools (CIS) and Fort Hood Child and Youth Services (CYS), under the scope of an MOU with KISD. This partnership provides a safe and supportive after school environment for the youth of active-duty military-affiliated families. However, the AYPYN program does not offer high-need youth access to the level of intentional and academically rigorous activities associated with Texas ACE. In pursuit of ACE goals, KISD will provide the following services in-kind to BGCTX: summer and school-year facility access, janitorial support, ACE staff training opportunities, data sharing, ACE program promotion pathways at the campus level in alignment with existing AYPYN MOU data sharing agreements, and summer Child and Adult Care Food Care Program (CACFP) food service (breakfast and lunch) to all ACE sites. In addition, BGCTX and KISD's partnership will provide for the following paid vendor services: school year transportation from CES and NES to the Nolanville ACE, and campus-level contracting of teachers to fill Academic Coordinator and Tutor positions at each ACE. In pursuit of ACE goals, BGCTX will contribute the following resources and services to the partnership: elementary-aged facilities (3); school-year CACFP food program provision (snack and supper) at all ACE sites; trained youth development professional staff; partner access to all BGCTX provided training opportunities; in-kind program marketing and resource development support; and positive youth development best practices and curriculum-based instruction. BGCTX and TAMUCT's ACE partnership will embed undergraduate Education student instruction and service-learning activities associated with "EDUC 3430 - The Learner and the Learning Environment" at all ACE locations. BGCTX will enter into a contracted service agreement with TAMUCT to support expenditures associated with faculty supervision of intervention activities. In support of a goal to enhance organizational capacity to enhance the parent's role in youth member success, BGCTX proposes a contracted service relationship with AWARE to support the employment of a FES who will dedicate 100% of time to support ACE activities and objective attainment. The collaborative partnership model will provide for regular communication between ACE Staff, TAMUCT student interventionist/faculty, AWARE's FES, and KISD teachers to ensure on-going monitoring of student needs and progress in relation to program objectives. In addition, representative leaders from each agency will participate in the Advisory Council and contribute to program sustainability plan goals by supporting donor prospect identification and recruitment, supplementing ACE activities with qualified volunteers, promoting ACE program impact in the community, and leveraging additional partner-operated publicly funded programs to ensure continuation beyond Cycle 11.

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

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.

The following program-specific ACE activities are grounded in research and or evidenced-based practices: Project Learn, Summer Brain Gain, Triple Play, and Passport to Manhood. Project Learn is based on the research that found a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities (Clark Reginald. (2002) Building Student Achievement: In-School and Out-of-School Factors). An evaluation of Project Learn conducted by Columbia University documented the following improvements in participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved reading, spelling, history, science, and social studies. (Schinke, Steven, et al. (2000) Enhancing the Educational Achievement of At-Risk Youth). Summer Brain Gain is modeled on research into the most effective types of youth development and out-of-school-time programs. A multiple-year evaluation of Summer Brain Gain was completed in 2015 and documented that participants experienced a notable increase in math performance and suffered no significant summer learning loss in early literacy, math, or reading (Scuello, M. and Wilkens, D. (2015) Evaluating Summer Brain Gain). An evaluation of Triple Play conducted by Youth Development Strategies, Inc., documented that youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than youth attending Clubs that were not implementing Triple Play, (Gambone, Michelle, et al. (2009) Promoting Healthy Lifestyles: The Impact of Triple Play on Developmental Outcomes). Passport to Manhood is based on research related to the cognitive, social, and emotional development of adolescent boys, particularly as it relates to the development of positive values and healthy identity (McLean, K. et al. (2010) Constructing the Self in Early, Middle and Late Adolescent Boys: Narrative Identity, Individuation, and Well-Being).

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.

During school year operations, middle-school-aged youth will walk to designated ACE locations within their respective campus, complete BGCTX sign-in requirements on a digital system designed to track attendance by a 6-digit ID number, connect with ACE staff, and begin participating in activities. Following ACE operations, students will be picked up by a pre-approved guardian or walk home (with parent written permission). Due to middle schools' proximity to students' homes, BGCTX concluded that transportation is unnecessary for MS ACEs. During school year operations, elementary-aged youth will be transported to ACE facilities by BGCTX buses, complete sign-in requirements, connect with ACE staff, and begin participating in activities. BGCTX's transportation program includes a comprehensive parent expectation and permission agreement, engages campuses and teachers to ensure students' safe and consistent access to Club buses, incorporates a bus staffing structure that includes annually certified CDL drivers and multiple safety monitors, and complies with all KISD safety and maintenance standards. At no time will a student be left alone or unsupervised. Also, the total bus transportation time will not exceed 30 minutes from school dismissal to ES-aged ACE arrival. Following ACE operations, students will be picked up by a pre-approved guardian. In response to assessment identified working family needs, BGCTX will provide elementary-aged after-program transportation (as-needed) for students from the MLB ACE back to their centralized school campus for parent pickup. After program transportation includes clear expectations for parent pickup time, processes for monitoring approved guardians for pickup and activity attendance tracking, and staffing ratio protocols to ensure a safe and protective environment for youth. BGCTX's summer transportation-related safety and monitoring processes will mirror those of the school year with the following exception: expanded provision of transportation services from and to centralized school-based locations for the MLB ACE.

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

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.

The ACE Project Director and FES will lead efforts to achieve community, campus, and parent-focused communications-related goals associated with BGCTX's ACE program design. BGCTX will leverage project partner and internal communications systems and resources and the networks and strategic influence of the Advisory Committee to implement targeted and community-wide strategic communications plan. BGCTX's Marketing Coordinator will also provide in-kind design, development, and distribution support for all ACE specific communications activities. In support of community-wide (macro) communications goals, ACE Staff will design and publish mass-market recruitment materials, deliver monthly ACE program overviews and progress updates to community-based partners, incorporate bi-weekly ACE updates in program partner social media channels, and coordinate with local media outlets to produce quarterly earned-media ACE-specific publications. In support of campus-level communications goals, ACE staff will distribute ACE program recruitment literature to all students at each proposed campus, develop targeted recruitment materials for campus-recommended high-need audiences, conduct direct outreach (phone calls and emails) to the families of a principal-recommend list of no less than 100 students per campus, host monthly meetings at each campus with teachers, principals, and parents to evaluate communications strategies and student recruitment gaps, modify communication activities to ensure alignment with ACE objectives, and continue on-going delivery of campus-level communications activities. In support of parent-specific communications goals, ACE staff will develop and implement daily communications tools to inform parents of ACE and School-Day activities and student needs, distribute monthly ACE grade-level specific newsletters to participating parents, and cross-promote participation in campus-level TITLE 1 family engagement activities.

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.

The proposed ACE program design will align with the following state and federal BGCTX, and AWARE managed programs: TXDFPS-PEI HOPES and SMVF, and DOD-AYPYN. AYPYN program alignment is embedded throughout the project design for MS ACE operations and will be used to supplement accessibility and enhance program quality for each participating audience. Of specific note, BGCTX will utilize the following strategies to integrate Texas ACE and AYPYN operations and program activities: AYPYN staff provision (in-kind) of CACFP after school snack and supper, to both program audiences, in a congregate setting; complete program integration during summer operations to support equitable access (M-F, 7:30-5:00 pm) to out-of-school-time summer programs; and collaborative integration of staff delivery and student recruitment/participation in leadership development programs and pathways designed to promote youth voice. ES ACE staff collaboration with BGCTX general operations will mirror the scope and sequence of AYPYN collaboration. ACE program alignment with TXDFPS's SMVF and HOPES programs builds upon existing collaborative relationships with AWARE and TAMUCT, and leverages related social service, therapeutic, family enrichment, and mental-health service arrays and referral networks associated with their discharge of program activities. Secondary effects of ACE integrations with HOPES and SMVF, specifically the enhancement of accessibility and the related impact of program-specific services for high-need ACE families, informed BGCTX's decision to prioritize this integration and partner with AWARE for provision, training, and oversight of the Family Engagement Specialist. Program design will also integrate campus-level TITLE 1 activities and school-day support systems designed to enhance student achievement and parent engagement. Of specific note, the ACE program design includes a staffing model that targets TITLE 1 Interventionist to fulfill contracted Academic Coordinator positions at each ACE, and on-going alignment with school-day intervention activities such as STAAR boot camps and TITLE1 family engagement activities at each campus.

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

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.

BGCTX is an incorporated entity of 8 regional Boys & Girls Clubs and a nationally recognized leader of after school program quality, positive youth development practices, and organizational management. Together, the BGCTX family of Clubs serves an average of 3,200 youth per day and 21,000 youth per year in 25 after school facilities across Central Texas. BGCTX has a long-standing track record of securing, managing, and sustaining public program resources to support and enhance organizational objectives. Of note, over the past decade, BGCTX has managed and sustained the following public programs (collective scope over \$500,000 for each): OJJDP At-Risk Prevention and Intervention, Army Youth Programs in Your Neighborhood (AYPN), TX-DFPS Prevention and Early Intervention Department - Military Family and Veterans Prevention (MFVP) and Service Member and Veteran Family (SMVF) programs. BGCTX will leverage collaborative partners and advisory committee members' expertise and institutional capacity to ensure the proposed ACE program's long-term sustainability and continuation of related services. The Advisory Committee will meet quarterly to ensure program alignment with the following year one benchmarks. Q1: Implement a strategic communications plan to raise community/stakeholder awareness of ACE program scope and impact; Identify funding prospects to support ACE objectives; Approve a continuous professional development plan for ACE Staff and partners; and Identify additional opportunities for ACE activity alignment with public/CBO programs. Q2: Continue Q1 sustainability activities; host 5 funding prospects for tours of ACE operations; strategically align ACE activities with 2 newly identified programs; and publish evaluation plan findings and ACE development progress in community-wide communications plan channels. Q3: Continue Q1 and Q2 activities; host 5 new funding prospects and secure 3 targeted donations to enhance ACE activities; and expand ACE volunteer recruitment and communications strategies to supplement activity delivery and sustainability goals.

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)

BGCTX will incorporate volunteers in ACE activities to support tutoring, academic enrichment, SEL enrichment, and positive youth development activities. Volunteers will be recruited from local universities, CBO's, and specialized volunteer partner organizations such as the Retired Teachers Association to enhance ACE tutoring activities. Upon identifying potential volunteers, BGCTX will present candidates with a volunteer application, overview of program expectations, outcomes, goals, suitability/interest checklist, and training requirements list. Following receipt of completed recruitment and screening documentation, BGCTX will invite the volunteer candidate to an in-person/virtual interview to further review program expectations and requirements and assess educational backgrounds and personal interests to determine whether the community learning center's tutoring program is an appropriate placement. If a consensus is reached to move forward, BGCTX will initiate the criminal background and reference check, present an agreement to the volunteer, present monitoring requirements and closure policies, and work with volunteers to complete all pre-service training requirements. BGCTX's Human Resources Department will track volunteer training and review compliance in-kind for the ACE program. All BGCTX volunteers must complete annual background checks, child abuse prevention training, and volunteer orientations before participating in the organization's youth development activities. BGCTX will also engage the following volunteer leaders from ACE program partners and youth-focused CBO's to serve on the Advisory Council: KISD Director of Campus Operations, 1 ACE ES Principal, 1 ACE MS Principal, Killeen Police Department (KPD) Chief of Police, TAMUCT College of Education Dean, AWARE Executive Director, 1 Killeen City Council Member, 1 Harker Heights City Council Member, and the Central Texas CIS Executive Director.

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

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.

BGCTX's ACE program proposes service to 850 students (350-ES / 500-MS) meeting minimum attendance requirements during year 1 of Cycle 11. BGCTX will establish a collective ACE attendance goal to ensure 50% of student served per site meet minimum attendance requirement consecutively across all terms. Across all ACEs, BGCTX will monitor student attendance utilizing the Youth Enrollment System (YES) member management platform, implement positive youth development and ACE activity specific incentive and recognition strategies to support regular student attendance and retention, and engage parents to support collaborative pursuit of ACE program student attendance goals. All proposed term-based student attendance benchmark dosages represent unduplicated goals for students meeting regular attendance targets. BGCTX's term-based incremental growth approach to student attendance acknowledges facility constraints within each ACE, program start-up period constraints to staffing, recruitment, and retention, and capacity benefits of extended summer operating periods. In addition, this approach will provide opportunities for program evaluation and modification activities to enhance student recruitment and retention at the onset of spring and summer terms. High-need student identification strategies, school-day alignment staffing models, KISD partnership agreement communications pathways, and monthly campus Administrator engagement activities embedded within the ACE program design will support intentional, immediate, and ongoing recruitment of students and the development of related strategies to enhance student participation and retention throughout program terms.

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.

Assessment identified gaps in the availability of academically rigorous after school programs, student performance achievement gaps, working parent-needs, SEL deficiencies, and the magnitude of At-Risk student audiences within targeted feeder schools, informed all budgetary, staffing, and operations decisions associated with BGCTX's ACE program design. To ensure equitable access to ACE activities, and in response to identified working family needs, the identification of ACE Centers and related operating schedule targeted locations in which BGCTX currently operates an after school program. To further BGCTX's commitment to equity and inclusion for all youth, the proposed summer model provides for 9+ hours of service per day, 5 days per week, across a 9 week program period. The staffing model also provides for ongoing integration and collaboration (school-year and summer) with existing BGCTX staff and program operations. BGCTX's staffing model includes ACE program administration and oversight by a Project Director (PD). Under the preview of the PD, BGCTX will employ 7-FTE Site Coordinators (SC), 7-PTE Program Assistants (PA), 1-PTE Data Analyst, and 46-PTE / 8 per MS ACE / 7 per ES ACE Youth Development Professionals (YDP's). The employee staffing structure within each ACE will ensure a continuous commitment of 1:15 student-to-staff ratios during all operating periods. In addition, Pas will be charged with weekly development of lesson plans, with PD, SC, and AC input, to ensure alignment with objective-specific measures of effectiveness. BGCTX will utilize identified achievement gaps at each campus to intentionally target ACE staff with related ethnic, demographic, and linguist backgrounds. In practice, this strategy will prioritize the employment of YDP's of Pacific Islander ethnicity with related bi-lingual skills to support academic enrichment activities at the Woody Hall Ace. To enhance program impact and activity alignment with measures of effectiveness BGCTX's staffing model also includes contractual engagement of the following 28 positions: 10 Campus Interventionist to serve as Academic Coordinators, 14 Teachers to serve as dedicated tutors, 2 Adjunct Faculty to provide supervision and oversight of TAMUCT student intervention activities, 1 Family Engagement Specialist, and 1 External Evaluator.

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

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	<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"/>

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	<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"/>

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.	Project Director (1FTE); \$50,000 / Data Analyst (1) \$25 @ 20hrs / 46 weeks; 8% fringe	\$78,840
2.	Site Coordinators (7FTE); \$40,000 / 8% fringe multiplier per FTE	\$302,400
3.	YDP's (46 PTE); \$11 @ 15hrs per week (37) School-Year / 30hrs Summer (9); 8% fringe per.	\$450,846
4.	Bus Drivers (2); \$15 @ 10hrs per week (School Year); 8% fringe multiplier per PTE	\$11,988
5.	Program Assistants (7PTE); \$14 @ 20hrs / 46 week; 8% fringe multiplier per PTE	\$97,373

Professional and Contracted Services

6.	Academic Coordinators (10); \$25 @5hrs per week / 46 weeks	\$57,500
7.	Tutors (14); \$25 @4hrs per week / 46 weeks	\$64,400
8.	External Evaluator; \$2,800 per site	\$19,600
9.	TAMUCT Adjunct Faculty (2) Supervision; \$107 @ 28hrs per school term	\$12,000
10.	AWARE Family Engagement Specialist (1 FTE); \$48,000 / related travel and operating costs	\$55,000

Supplies and Materials

11.	Program Supplies (\$150 per month per site) (\$1,800 per year)	\$12,600
12.	Technology (\$7,500 per site) (15 tablets per site @ \$500)	\$52,000
13.	Maintenance (2) Buses; fuel / maintenance per buss (\$1,800 / \$1,500)	\$6,300
14.		

Other Operating Costs

15.	Insurance (P&L); 10% of total cost per year equally distributed across (7) ACEs	\$5,312
16.	YES Information Technology System (\$1,343 per site)	\$9,401
17.	KISD School Year Transportation for Nolanville ACE	\$14,500

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

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

Center Operations Schedule

County-district number or vendor ID:

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	01490-6109;6125	MLB-ACE; 703 N 8 th Street, Killeen, TX 76541; 254.699.5808	2	3 to 5	100	30
2	01490-6137;6115	Nolanville Unit-ACE; 400 Gold Star Avenue, Nolanville, TX 76559; 254.275.8166	2	3 to 5	100	30
3	01490-6127;6120	Woody Hall Unit-ACE; 5100 Trimmier Road, Killeen, TX 76542; 254.634.0308	2	3 to 5	150	30
4	014906046	EHMS-ACE; 300 Indian Trail Harker Heights, TX 76548, 254-251-7452	1	6 to 8	125	30
5	014906044	MMS-ACE; 1700 S WS Young Drive, Killeen, TX 76543; 254.251.7450	1	6 to 8	125	30
6	014906048	Palo Alto MS, 2301 W Elms Rd Killeen, TX 76549, 254.251.7419	1	6 to 8	125	30
7	014906043	RMS-ACE; 3301 Hilliard Avenue, Killeen, TX 76543; 254.251.7453	1	6 to 8	125	30
8						
9						
10						

Texas ACE	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		MLB-ACE; 703 N 8 th Street, Killeen, TX 76541	3 rd - 5 th	100	30
Feeder	014906109	Peebles Elementary School; 1800 N WS Young Drive, Killeen, TX 76543	3 rd - 5 th		
Feeder	014906125	Brookhaven Elementary School; 3221 Hilliard Avenue, Killeen, TX 76543	3 rd - 5 th		

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/23/21	12/16/21	17 weeks
Spring Term	01/03/22	05/20/22	20 weeks
Summer Term	06/06/22	08/12/22	9 weeks
Total number of weeks:			46 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	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Tuesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Wednesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Thursday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Friday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Saturday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Hours Per Week:	15				15				40			

Adjunct Sites, If applicable (site name and full address)	NA
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA
Parent/Legal Guardian Activities	Family Academic and Behavior Interventions: (10) families served per year (unduplicated); (9) week program periods; weekly intervention frequencies in (1) hour intensities. Family Fun Activities: (10) families served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (90) minute intensities. Parent Educational Enrichment: (5) parents/households served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (1) hour intensities.

Texas ACE					Program Year							
Center Operations Schedule (one per center)												
<i>(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.</i>												
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		Nolanville Unit-ACE; 400 Gold Star Avenue, Nolanville, TX 76559			3 rd - 5 th	100	30					
Feeder	014906115	Nolanville Elementary School; 910 Old Nolanville Road, Nolanville, TX 76559			3 rd - 5 th							
Feeder	014906137	Richard E. Cavazos Elementary School; 1200 N. 10 th Street, Nolanville, TX 76559			3 rd - 5 th							
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/23/21		12/16/21		17 weeks						
Spring Term		01/03/22		05/20/22		20 weeks						
Summer Term		06/06/22		08/12/22		9 weeks						
Total number of weeks:						46 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	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Tuesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Wednesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Thursday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Friday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Saturday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Hours Per Week:	15				15				40			
Adjunct Sites, If applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Family Academic and Behavior Interventions: (10) families served per year (unduplicated); (9) week program periods; weekly intervention frequencies in (1) hour intensities. Family Fun Activities: (10) families served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (90) minute intensities. Parent Educational Enrichment: (5) parents/households served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (1) hour intensities.											

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 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		Woody Hall Unit-ACE; 5100 Trimmier Road, Killeen, TX 76542	3 rd - 5 th	150	30
Feeder	014906127	Trimmier Elementary School; 4400 Success Drive, Killeen, TX 76542	3 rd - 5 th		
Feeder	014906120	Willow Springs Elementary School; 2501 W Stan Schlueter Loop, Killeen, TX 76549	3 rd - 5 th		

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/23/21	12/16/21	17 weeks
Spring Term	01/03/22	05/20/22	20 weeks
Summer Term	06/06/22	08/12/22	9 weeks
Total number of weeks:			46 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	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Tuesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Wednesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Thursday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Friday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:30
Saturday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Hours Per Week:	15				15				40			

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

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA
--------------------------------------------------------------------------------------------------	----

Parent/Legal Guardian Activities	Family Academic and Behavior Interventions: (10) families served per year (unduplicated); (9) week program periods; weekly intervention frequencies in (1) hour intensities. Family Fun Activities: (10) families served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (90) minute intensities. Parent Educational Enrichment: (5) parents/households served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (1) hour intensities.
-----------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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	014906046	EHMS-ACE / Eastern Hills Middle School; 300 Indian Trail, Harker Heights, TX 76548	6 th - 8 th	125	30
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/23/21	12/16/21	17 weeks
Spring Term	01/03/22	05/20/22	20 weeks
Summer Term	06/06/22	08/12/22	9 weeks
Total number of weeks:			46 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	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Tuesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Wednesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Thursday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Friday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Saturday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Hours Per Week:	15				15				42.5			

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

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA
--------------------------------------------------------------------------------------------------	----

Parent/Legal Guardian Activities	Family Academic and Behavior Interventions: (10) families served per year (unduplicated); (9) week program periods; weekly intervention frequencies in (1) hour intensities. Family Fun Activities: (10) families served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (90) minute intensities. Parent Educational Enrichment: (5) parents/households served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (1) hour intensities.
-----------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 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	014906044	MMS-ACE / Manor Middle School; 1700 S WS Young Drive, Killeen, TX 76543	6 th - 8 th	125	30
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/23/21	12/16/21	17 weeks
Spring Term	01/03/22	05/20/22	20 weeks
Summer Term	06/06/22	08/12/22	9 weeks
Total number of weeks:			46 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	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Tuesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Wednesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Thursday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Friday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Saturday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Hours Per Week:	15				15				42.5			

Adjunct Sites, If applicable (site name and full address)	NA
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA
Parent/Legal Guardian Activities	Family Academic and Behavior Interventions: (10) families served per year (unduplicated); (9) week program periods; weekly intervention frequencies in (1) hour intensities. Family Fun Activities: (10) families served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (90) minute intensities. Parent Educational Enrichment: (5) parents/households served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (1) hour intensities.

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 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	014906048	PAMS-ACE / Palo Alto Middle School; 2301 W Elms Road, Killeen, TX 76549	6 th - 8 th	125	30
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/23/21	12/16/21	17 weeks
Spring Term	01/03/22	05/20/22	20 weeks
Summer Term	06/06/22	08/12/22	9 weeks
Total number of weeks:			46 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	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Tuesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Wednesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Thursday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Friday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Saturday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Hours Per Week:	15				15				42.5			

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

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA
--------------------------------------------------------------------------------------------------	----

Parent/Legal Guardian Activities	Family Academic and Behavior Interventions: (10) families served per year (unduplicated); (9) week program periods; weekly intervention frequencies in (1) hour intensities. Family Fun Activities: (10) families served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (90) minute intensities. Parent Educational Enrichment: (5) parents/households served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (1) hour intensities.
-----------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 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	014906043	RMS-ACE / Rancier Middle School; 3301 Hilliard Avenue, Killeen, TX 76543	6 th - 8 th	125	30
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/23/21	12/16/21	17 weeks
Spring Term	01/03/22	05/20/22	20 weeks
Summer Term	06/06/22	08/12/22	9 weeks
Total number of weeks:			46 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	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Tuesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Wednesday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Thursday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Friday	N/A	N/A	3:30	6:30	N/A	N/A	3:30	6:30	7:30	12:00	1:00	5:00
Saturday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Hours Per Week:	15				15				42.5			

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

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA
--------------------------------------------------------------------------------------------------	----

Parent/Legal Guardian Activities	Family Academic and Behavior Interventions: (10) families served per year (unduplicated); (9) week program periods; weekly intervention frequencies in (1) hour intensities. Family Fun Activities: (10) families served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (90) minute intensities. Parent Educational Enrichment: (5) parents/households served per activity (duplicated); Quarterly (Fiscal Year) program frequencies at (1) hour intensities.
-----------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**CONTINGENT PARTNERSHIP AGREEMENT
BETWEEN
BOYS & GIRLS CLUBS OF CENTRAL TEXAS (BGCTX)
AND
KILLEEN INDEPENDENT SCHOOL DISTRICT**

This Contingent Partnership Agreement (CPA) sets forth the terms and understanding between BGCTX and KISD, who will collaborate to provide 21 Century Community Learning Center (21CCLC) / Texas Education Agency (TEA) Afterschool Centers of Excellence (ACE) program services, pending BGCTX's receipt of a grant award and execution of an ACE Program grant contract with TEA, to students attending the following schools: Peebles Elementary (PES), Brookhaven Elementary (BES), Richard E. Cavazos Elementary (CES), Nolanville Elementary (NES), Willow Spring Elementary (WSES), Trimmier Elementary (TES), Eastern Hills Middle (EHMS), Manor Middle (MMS), Palo Alto Middle (PAMS), and Rancier Middle (RMS).

Fiscal Agent: Boys & Girls Clubs of Central Texas (BGCTX, the Club)

Representative: Tiana Quick
Position: Chief Executive Officer
Address: 703 North 8th Street, Killeen, TX 76541
Telephone: 254.699.5808
E-mail: Tquick@bgctx.org

School District Partner: Killeen Independent School District (KISD, the District)

Representative: Dr. John Craft
Position: Superintendent
Address: 200 North W S Young Drive, Killeen, TX 76543
Telephone: 254.336.0279
E-mail: John.Craft@killeenisd.org

A. PURPOSE

The purpose of this CPA is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a Texas ACE Program grant. This agreement is to establish and coordinate joint processes and procedures for the provision of ACE program to achieve the following mutually agreed upon goals:

Support attainment of LEA strategic goals for academic advancement, social emotional skills (SES) development, behavioral incident mitigation, and parent engagement in learning for economically disadvantaged students and families. BGCTX will accomplish this goal through application of the Formula for Impact Theory of Change, delivery of curriculum-based Boys & Girls programming, and a cultural commitment to the family's role in student success. BGCTX's Ace program will: 1) Close achievement gaps in the percentage of students reaching "Approaches Grade Level" standards on STAAR Reading and Math 2) Produce a quantifiable increase in student engagement in learning and SES development; 3) Reduce campus-level annual in school suspension incidents; and 4) Increase parent understanding, interest, and engagement in student learning objectives.

B. TEXAS ACADEMIC CENTERS OF EXCELLENCE (ACE) PROGRAM DEVELOPMENT

The program was developed in partnership between the Club and the District through the following methods:

- Review of Objective Data: State assessment scores, school improvement plan, discipline reports, school attendance records, Club afterschool attendance records, student and parent surveys, and Club-specific program assessment data and youth outcomes surveys.
- Interviews: A planning meeting between Club and District leadership was held on November 12, 2020 to review the above data, discuss in more detail, and design the ACE program to best meet the needs of students and their families. The Club conducted subsequent planning meetings with District Principals, District Leadership, and youth-focused community stakeholders from November 13, 2020 – January 15, 2021 to review and refine collected data and further the development of ACE program design to best meet the needs of students and their families.

The partners have agreed the following services will be most beneficial to the target population:

- Academic Enrichment Service Delivery Plan: Leverage the combined expertise of BGCTX professionals, LEA contracted teachers, and graduate education students to support delivery of Boys & Girls Clubs of tutoring and academic enrichment curricula; align curriculum delivery with school-day learning objectives, TEKS curriculum standards, and teacher reported student learning / achievement gaps.
- Social Emotional Enrichment Service Delivery Plan: Deliver Boys & Girls Clubs social emotional skills (SES) and character development curriculum; measure student SES development / progress; monitor correlating increases in teacher reported engagement in learning; and monitor correlating reductions in campus-reported behavioral incidents
- Parent Engagement Service Delivery Plan: Leverage existing BGCTX parent engagement systems with the expertise of AWARE Central Texas to: implement a strategic communications plan to increase parental understanding of student learning needs; deliver curriculum-based parent education programs; facilitate an array family engagement activities; and support LEA goals to increase campus participation in TITLE 1 family engagement activities.

A. DUTIES OF PARTIES

The ACE program will be implemented in collaboration between the Club and the District, with each partner committing to the following responsibilities:

Club Responsibilities:

- Serve as the fiscal agent for the grant;
- Provide proven afterschool programs in academic support, enrichment, and youth development;
- Plan and implement Family Engagement activities;
- Provide program activities in safe and easily accessible facilities that meet required state and local standards;
- Develop and maintain systems for communication and information-sharing with school day staff, particularly to support program components such as homework help/tutoring and the administration of teacher surveys;

- Work effectively with school day partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation;
- Purchase necessary materials and supplies for designated program components in accordance with the ACE program budget;
- Lead recruitment of community partners;
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;
- Hire and supervise staff;
- Provide necessary and appropriate administrative and operational support to the program;
- Recruit and refer students to the afterschool program;
- Communicate and collaborate with all partners;
- Complete all paperwork related to the program in a timely manner;
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;
- Assist the program in developing, implementing, and making progress on its sustainability plan;
- Participate on the Advisory Committee.

District & School Responsibilities:

- Provide access to classroom space and/or other appropriate space and support necessary to accommodate the afterschool program, including night custodial support;
- Assist with the BGCTX developed communication and information-sharing with Club ACE program staff, particularly to support program components such as homework help/tutoring and the administration of teacher surveys;
- Work effectively with Club partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation;
- Open applicable school day teacher trainings to Club ACE program staff, as feasible, and agreed on by district and campus administrators;
- Assist in communicating BGCTX Family Engagement activities hosted by the ACE program;
- Recruit and refer students to the afterschool program;
- Communicate and collaborate with all partners;
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;
- Assist the program in providing feedback, as appropriate to its sustainability plan;
- Participate on the Advisory Committee.

B. Advisory Committee Roles and Responsibilities

Both the Club and the District will participate in the Advisory Committee. The make-up of the Advisory Committee will be as follows:

- The BGCTX CEO, District Director of Campus Operations, (1) ACE Program Elementary School Principal, (1) ACE Program Middle School Principal, ACE Program Director, Killeen Police Department (KPD) Chief of Police, Texas A&M University-Central Texas (TAMUCT) College of Education Dean. In addition, (2) parents, (4) middle school students and (3) community members will serve on the Committee.
- All major activities of the ACE program will be reported to the Advisory Committee by the ACE Program Director. The Advisory Committee will meet at least two times per year, or as needed, to review and discuss key issues related to successful program implementation.

C. FUNDING AND SUPPORT

Each partner will commit the following resources to the program:

Club

- Facilities:
 - McLaurin Boyd Family Clubhouse: 703 North 8th Street, Killeen, Texas 76541
 - Woody Hall Unit: 5100 Trimmier Road, Killeen, Texas 76542
 - Nolanville Unit: 400 Gold Star Avenue, Nolanville, Texas 76559
- Youth Enrollment System (YES): Member management software to record ACE participant attendance at each program activity.
- Curriculum: BGCA academic and youth development programs:
 - Power Hour: The Power Hour program engages all students in homework completion and academic skill practice during the first program hour after school. Trained staff and volunteers (including certified teachers) provide guidance and tutoring to students in both one-on-one and group formats as needed.
 - Project Learn: Project Learn is an evidence-based and research-based afterschool learning strategy designed to build and reinforce academic skills. Project Learn features five components: Homework Help and Tutoring; High Yield Activities; School Day Collaboration; Parental Involvement; and Students Incentives/Recognition. High Yield Learning Activities are intentionally designed to provide students with afterschool learning experiences that are hands-on, interactive and linked to specific academic skills
 - Summer Brain Gain: Summer Brain Gain is a research- and evidence-based summer program that utilizes a project-based learning approach to reinforce skills in reading, writing, math, and STEM.
 - SMART Moves: SMART Moves utilizes age-appropriate small group discussions and activities to develop responsible decision-making skills, enabling students to avoid risky behaviors, including involvement with alcohol, tobacco and other drugs.
 - Street SMART: Street SMART is a violence prevention program that enables students to develop skills to resist participation in bullying, fighting, gangs, and violence. Street SMART includes opportunities for students to create their own community-oriented projects and events focused on violence prevention.

- Triple Play – Social Recreation: Triple Play is a comprehensive health and wellness program developed in collaboration with the US Department of Health & Human Services. Social Recreation helps youth build skills in cooperation, sportsmanship, and conflict resolution while enjoying games together.
- Training: BGCA-certified trainers to train staff on academic and youth development programs.
- Transportation: (2) Club buses to transport elementary-aged students from the school to Club owned ACE program facilities; (2) Club vans to support additional transportation needs of students from school to ACE program facilities, ACE program specific field-trip transportation, and limited / as-need transportation for students to pre-approved schools after the completion of daily ACE program activities.

District:

Facility usage will be contingent upon district and/or campus operations. In the event KISD is virtual only, the campuses will be closed, and staff will not be provided to assist in the program.

- Eastern Hills Middle School: 300 Indian Trail, Harker Heights, Texas 76548
 - School Year Operations: Monday – Friday 3:30 pm to 6:30 pm
 - Summer Operations: Monday – Thursday 7:30 am to 5:00 pm; minimum 6 week / maximum 10 week continuous operating period (excluding district closure during the week of July 4th) as agreed upon by the Club and the district.
 - Nightly Janitorial Services.
 - Campus Utilization: Gymnasium and / or Cafeteria, ACE program staff office, (2) dedicated classrooms, and District approved outdoor recreation areas.
- Manor Middle School: 1700 South W S Young Drive, Killeen, Texas 76543
 - School Year Operations: Monday – Friday 3:30 pm to 6:30 pm
 - Summer Operations: Monday – Thursday 7:30 am to 5:00 pm; minimum 6 week / maximum 10 week continuous operating period (excluding district closure during the week of July 4th) as agreed upon by the Club and the district.
 - Nightly Janitorial Services.
 - Campus Utilization: Gymnasium and / or Cafeteria, ACE program staff office, (2) dedicated classrooms, and District approved outdoor recreation areas.
- Palo Alto Middle School: 2301 W Elms Road, Killeen, Texas 76549
 - School Year Operations: Monday – Friday 3:30 pm to 6:30 pm
 - Summer Operations: Monday – Thursday 7:30 am to 5:00 pm; minimum 6 week / maximum 10 week continuous operating period (excluding district closure during the week of July 4th) as agreed upon by the Club and the district.
 - Nightly Janitorial Services.
 - Campus Utilization: Gymnasium and / or Cafeteria, ACE program staff office, (2) dedicated classrooms, and District approved outdoor recreation areas.
- Rancier Middle School: 3301 Hilliard Avenue, Killeen, Texas 76543
 - School Year Operations: Monday – Friday 3:30 pm to 6:30 pm
 - Summer Operations: Monday – Thursday 7:30 am to 5:00 pm; minimum 6 week / maximum 10 week continuous operating period (excluding district closure during the week of July 4th) as agreed upon by the Club and the district.
 - Nightly Janitorial Services.

- Campus Utilization: Gymnasium and / or Cafeteria, ACE program staff office, (2) dedicated classrooms, and District approved outdoor recreation areas.
- Transportation: One District bus to transport students from CES and NES to BGCTX's Nolanville Unit during school year operations.

DATA SHARING

The Club and the District agree to share data required to evaluate the program's progress in meeting its goals and objectives. The Club shall include a parental consent form in the intake paperwork in which the parent authorized data sharing between the Club and the District This includes:

District Data Sharing Responsibilities:

- Own, store, and share data in compliance with the Protection of Pupil Rights Amendment (PPRA).

Club Data Sharing Responsibilities:

- Work with campus staff to collect assessment and other available data for the purposes of program evaluation, including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number);
- Work with campus staff to collect state assessment data each summer;
- Work with campus staff to collect report card grades, school day attendance and discipline reports at the end of each semester;
- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
- Collect teacher, parent and student survey data at the start and end of each program year;
- Collect program pre-post tests and parent event surveys as administered.
- Track individual student community learning center enrollment and attendance;
- Input required data in federal and state reports;
- Own, store, and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
- Create or decide upon data collection instruments.

D. GENERAL PROVISIONS OF THE AGREEMENT:

- Pending an ACE program grant award, this agreement shall be for the period commencing, **July 1, 2021** and ending on **July 31, 2026** but shall be renewable for one-year increments if both parties agree in writing. Any modification made to this agreement may be done so in writing during the term of this agreement if both parties agree. The total life of this agreement, including the original and all extensions, shall not exceed a total of five (5) years, at which time a new contract shall be created.

- BGCTX will ensure each ACE Program Youth Development Professional has completed required Senate Bill 9 Department of Public Safety background check prior to the start of any work under this CPA. Upon request by KISD, satisfactory proof of such background checks shall promptly be supplied.
- Boys & Girls Club programs will provide adequate supervision by adults, age 18 and above and trained in emergency procedures specified by BGCTX. Additional pertinent safety training will be provided to staff if a need is identified and training is deemed necessary by either organization. BGCTX shall be responsible for all training costs associated with its programs. Staffing will be sufficient to manage all youth participants within the programs operated by BGCTX at the Facility or offered to members. BGCTX will provide to KISD's official contact a list of all intended employees five business days in advance of their start date.
- All joint use spaces will be returned to the condition that preceded the use.
- BGCTX will be allocated storage space for equipment. The campus principal or designated campus administrator will determine storage location.
- BGCTX will promptly make restitution to KISD for any required repair or damage to the facility or property therein that is found to be a direct result of its program activities.
 - The ACE Site Coordinator will conduct daily inspections for damages resulting from BGCTX programming. KISD may assign an employee to assist with daily inspections for damages.
 - The ACE Site Coordinator will provide to KISD's official contact, the Campus Principal and / or a designated Campus Administrator a list of all equipment owned and operated by the BGCTX at the Facility.
- BGCTX must have written permission from the parent or eligible student in order to release any information from a student's education record (if applicable). In order to protect the personal information of the students participating in the BGCTX activities described within this CPA, adult supervisors will not release any information that may violate a person's rights under the Privacy Act of 1974 or the Family Educational Rights and Privacy Act (FERPA).
- No person shall be discriminated against with respect to the services provided because of race, national origin, sex, political or religious opinions or affiliations, or sexual orientation.

E. INSURANCE AND INDEMNIFICATION:

- During the term of the CPA, and any extensions thereof, BGCTX shall maintain comprehensive general liability insurance in the amount of two million dollars (\$2,000,000.00). Prior to the initiation of the program, BGCTX shall furnish to the District a valid current certificate of insurance evidencing the above by a company or companies with a rating of not less than "A" in the last available Best's Rating Guide. All such policies shall include clauses whereby each underwriter agrees to waive its rights of subrogation against KISD. The policies shall be endorsed to add KISD as an additional insured. The limits of liability shown for each type of insurance coverage to be provided by BGCTX pursuant hereto shall not be deemed to constitute a limitation of BGCTX's liability for claims hereunder or otherwise.
- To the fullest extent permitted by law, BGCTX shall indemnify, defend and hold harmless KISD, its officials, officers, employees, representatives and agents, from all suits, demands, claims, causes of action, damages, losses, costs, and expenses (including legal fees and court costs)

caused by, resulting from, arising out of injury or death to either party's employees, members, or other persons, even though such loss, cost, damage, injury, claim, demand, suit, or expense may be attributable to the joint, concurrent, comparative, or contributory negligence of any party indemnified hereby. The liability of BGCTX, its agents, servants, employees, or subcontractors hereunder shall not be limited to any minimum insurance limits set forth in this CPA. KISD may, at its option, participate in the defense of any such claim or suit without relieving BGCTX of any obligation hereunder. Such obligation shall not be construed to negate, abridge, or reduce any other rights or obligations of indemnity which would otherwise exist as to any party or person described in this paragraph.

F. ENTIRE AGREEMENT:

This CPA incorporates by reference, but does not supersede, any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement, or promise relating to the subject matter of this CPA which is not contained herein shall be binding or valid. This CPA shall represent the entire agreement by and between the parties, and it may be modified only by mutual agreement of both parties hereto in writing and executed by the authorized representatives of Boys & Girls Clubs of Central Texas and Killeen Independent School District.


G. TERMINATION OF AGREEMENT:

This CPA may be terminated by either party at any time with a thirty (30) days prior written notice by the terminating party to the other party, with or without cause. Such notice, and any notices and other communications required or permitted hereunder will be in writing and, unless otherwise provided in this CPA, will be deemed to have been duly given (i) upon delivery when delivered in person, and with signed acknowledgement, (ii) when dispatched, if by electronic facsimile transfer or electronic mail, provided receipt of same is acknowledged by recipient or the same is simultaneously or promptly thereafter mailed, (iii) one business day after having been dispatched by a nationally recognized overnight courier service, with guaranteed next-day delivery, or (iv) three (3) business days after dispatch when sent by USPS certified or registered mail, return receipt requested.

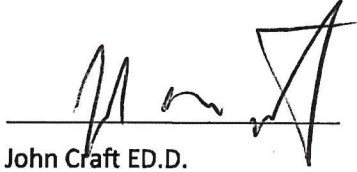
SIGNATURES

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Signed and agreed this 20th day of January 2021



Tiana Quick
Chief Executive Officer
Boys & Girls Clubs of Central Texas



John Craft ED.D.
Superintendent
Killeen Independent School District

Addendums

BGCTX Ace Program Summative Goal – revised 1.15.21

Through annual program participation, 100% of students will experience improvement in (2) or more of Texas ACE's measures of effectiveness: STAAR Reading and Math performance, GPA growth, attendance rate improvement, in school suspension rate reduction, and teacher reported engagement in learning improvement. Specifically, BGCTX's Ace program will: 1) Improve student success / college and career readiness; 2) Increase student engagement in learning and attainment of SEL competencies; and 3) Increase parent understanding of, and engagement in, student learning objectives. BGCTX will measure student progress and goal attainment by collecting, benchmarking, and regularly monitoring student academic achievement data provided by parents and teachers; and through regular administration of curricula / activity specific survey and monitoring tools.

BGCTX Ace Program Service Delivery Plan – revised 1.15.21

The partners have agreed the following services will be most beneficial to the target population:

- **Academic Enrichment Service Delivery Plan:** Through collaborative partnerships deliver Boys & Girls Clubs (BGC) tutoring, academic enrichment, intervention, and remediation activities; align curriculum delivery with school-day learning objectives, TEKS curriculum standards, and teacher reported student learning / achievement gaps.
- **Social Emotional Enrichment Service Delivery Plan:** Deliver BGC social emotional enrichment programs and activities; measure student SEL skills attainment; monitor correlating changes in attendance, teacher / parent reported engagement in learning, and ISS incidences.
- **Parent Engagement Service Delivery Plan:** Leverage existing collaborative partner parent engagement systems to: implement a strategic communications plan to increase parental understanding of student learning; deliver family-focused case management interventions; and facilitate an array family engagement activity.