



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): N/A

1. Applicant Information

Name of organization Boys and Girls Club of Brazoria County

Campus name [] CDN [] Vendor ID 74-1688545 ESC 4 DUNS 877864769

Address 4005 Technology Drive, Suite 2130 City Angleton ZIP 77515 Phone 979-373-9668

Primary Contact Amber Newman Email anewman@bgcbrazoria.org Phone 979-373-9668

Secondary Contact Meeca S. Smith Email msmith@bgcbrazoria.org Phone 979-373-9668

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 Amber Newman, M Title Chief Executiv Email anewman@bgcbrazoria.org

Phone 979-373-9668 Signature [Signature] Date 01/21/2021

Grant Writer Name Sharvon Pipkins Signature Sharvon Pipkins Date 01/21/2021

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Targeted Support: Students continue to score below the state average for both Approaches Grade Level in grades 3 & 4 Reading, and Meets Grade Level in grade 3 Reading on the STAAR.	BGCBC-CLC will: 1) provide access to afterschool and summer programs and activities that align to TEKS standards or third grade STAAR requirements for at-risk students; deliver mentoring and tutoring opportunities that help to build resiliency, enhance competencies, and strengthen skills for students.
Lack of access to high quality afterschool programming.	BGCBC-CLC will provide a safe place to learn and grow, caring adult mentors, fun and friendship, high-impact youth development programs and opportunities to build new skills daily afterschool and during the summer months.
Active Family Engagement: Despite opportunities to be involved in their child's education, parent engagement is low. Parents do not know the difference between involvement and engagement.	BGCBC-CLC will provide families resources and tools such as future planning and reflections, financial literacy, health and nutrition, college application assistance, conflict resolution, home based libraries and adult education services. Through family engagement programming, participants will become better equipped to assist their children; opportunities to foster the overall success of their child.

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.

The Boys and Girls Club of Brazoria County proposes to create seven community learning centers (CLCs) that provide afterschool and summer academic enrichment opportunities for 420 at-risk and economically disadvantaged students, who attend high poverty and low-performing schools of Angleton, Brazosport and Sweeny Independent School Districts. By the end of each grant year, 80% of students who attend BGCBC-CLC regularly will demonstrate: 1) improvements in academic measures and/or STAAR test scores; 2) positive behaviors as evidenced through reduced disciplinary referrals and stakeholder observations; 3) increased or maintained school day attendance rates; and 4) engagement in learning demonstrated through parent surveys, attendance sheets, stakeholder observations and school reports.

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

Examine previous year student assessment data and work with district Federal Programs Department and campus administration to recruit 504 students who need services most. Program staff continues needs assessment to identify gaps in campus and community resources and conduct student interest surveys. Staff, service providers and volunteers are trained on the Boys & Girls Clubs' Formula for Impact to effectively deliver an outcome-driven Club Experience and TEKS-aligned curricula. Site Coordinators are trained on the Weikart Center's Youth Program Quality Intervention system and Texas Education Agency's Quality Assurance Process. Parents are surveyed to guide steps on strengthening family engagement.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

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

Third-Quarter Benchmark

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

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.

BGCBC-CLC will apply both quantitative and qualitative methods to evaluate program success. For quantitative data, BGCBC will collect and track enrollment data through an intake application completed by participants when they enroll in the program. Center staff will collect and track attendance daily by activity through attendance sheets. School districts will collect and provide BGCBC data on school-day attendance, student core course grades, discipline referrals, district benchmark pre/post assessments, STAAR/EOC results in accordance with FERPA guidelines, promotion/graduation rates and any other data required by TEA. For qualitative data, the Program Director will conduct formal site visits to assess and rate program quality. The Independent Evaluator will create and assist program staff in administering student, parent, teacher and principal surveys. The Evaluator will also collect supplemental data through open-ended survey questions, focus groups and interviews.

The Data Entry Clerk will enter participant data into the Texas 21st Century Student Tracking system. The Independent Evaluator will use the information to report the required performance measures, assess program performance for the annual evaluation, and provide a robust formative evaluation to identify and correct project challenges. The Evaluator will also prepare a mid-year evaluation brief describing the progress of the evaluation plan and interim performance of defined objectives. The data received from the mid-year evaluation brief will guide Site Coordinators and Project Director with the necessary changes needed to meet the defined objectives. They will use evaluation results to plan professional development, hire staff with different skills and interest, and link personnel evaluation with internal monitoring results. BGCBC will use findings from the assessments to determine areas of programming improvement. Each center will receive individual evaluation reports that summarize overall findings at their center and will use the reports as a tool for continuous improvement. Strategies for improvement may include adapting frequency of activities based on levels of participation and participant surveys, transitioning center staff based on skill sets, individual coaching, additional training, procurement of new innovative resources based on evolving academic needs and timelines for action steps.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

To make informed decisions on how to prioritize the need for selecting centers, the Boys & Girls Club of Brazoria County (BGCBC) reviewed TEA’s assessment of priority campuses, the 2019-2020 Brazoria County Community Plan, and BGCBC’s afterschool landscape, which profiles multiple funding streams for out-of-school time programs in the Brazoria County region. BGCBC prioritized center sites based on: 1) underserved youth: 50% or more economically disadvantaged; and 2) at-risk population greater than the state average of 50.6%; and 3) identified as a comprehensive or targeted support and improvement campus for 2020-2021. Local school districts submitted a Campus Profile, 2019-2020 Texas Academic Performance Reports, Campus Improvement Plans and responses to the identified priorities to BGCBC. Upon review, BGCBC selected seven schools within Angleton, Brazosport and Sweeny Independent School Districts. The schools are Westside Elementary, Frontier Elementary, S.F. Austin Elementary, Velasco Elementary, Gladys Polk Elementary, Madge Griffith Elementary, and Sweeny Jr. High.

Selected schools are located in urban to rural areas and have large economically disadvantaged and minority populations. According to the combined 2019-2020 Texas Academic Performance Reports, 63% of students are economically disadvantaged, 52% are at-risk and 66% are minorities. All schools qualify for school wide intervention services under Title I, Section 1114. Of the schools, 71% (5) have an at-risk population greater than the state average.

Results of the needs assessment identified at-risk and economically disadvantaged students as the student populations deemed most in need of afterschool and summer academic enrichment opportunities at each school. Meeting the needs of these students is the purpose of BGCBC-CLC program.

BGCBC-CLC plans to serve 60 at-risk and/or economically disadvantaged students at each proposed school for a combined total of 420 students served during the grant period. The Federal Programs Department and campus administration will identify and refer students to BGCBC-CLC based on their school district identification process. Through building strong working relationships with principals, school counselors, teachers, parents and students, center staff will continually assess and recruit the students most in need.

Access to free, reliable and safe out-of-school time programs will allow parents and caregivers the opportunities to participate in the workforce. While their children are actively engaged at BGCBC-CLC, families can rest assured knowing that they have access to enhanced academic support to ensure youth are on track to graduate, nutritious food, opportunities to be physically active and health education, all provided by caring staff within the context of a safe, supportive Boys & Girls Club environment.

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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.

BGCBC requests a \$1,482,380 grant from the Texas Education Agency to create seven community learning centers (CLCs) that provide afterschool and summer academic enrichment opportunities for 420 economically disadvantaged students, who attend high poverty and low-performing schools of Angleton, Brazosport and Sweeny Independent School Districts. BGCBC-CLCs will assist students to meet the challenging state academic standards by providing targeted homework assistance, tutorial services, youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education, financial literacy, environmental literacy, mathematics, and science that are designed to reinforce and complement their regular academic program. Families of student participants will benefit from opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. Services relate directly to needs identified in campus improvement plans and align with the goals of the Cycle 11 grant by emphasizing strategies for youth voice and choice to create an atmosphere of success that improves academic performance, improves school day attendance, decreases disciplinary referrals, helps students advance to the next grade and provides families the tools to support their student’s success.

BGCBC is well positioned to support and prepare young people for 21st century success and excels at reaching youth who need us most. For 48 years, we have positively changed the lives of over 70,000 children in Brazoria County by providing out-of-school time programs that help youth ages 5-18 advance in three priority outcome areas: Academic Success, Good Character & Citizenship and Healthy Lifestyles. Our organization is dedicated to making an even greater impact on youth.

A Boys & Girls Club positively impacts youth from the moment they enter the door. What happens for youth inside a Club – building relationships with staff, participating in fun and engaging programs, learning important skills, making new friends, developing their talents – is referred to as the Club Experience. It consists of five key elements. The first element, a safe, positive environment, sets the foundation for life-changing youth development work. The next key element, fun and a sense of belonging, keeps youth engaged. The last three elements – supportive relationships, opportunities and expectations, and recognition – help transform time spent at the Club into experiences that change young lives.

These key elements are the driving force behind Boys & Girls Clubs’ research-informed theory of change, called the Formula for Impact. Our formula says that if we take the young people who need us most and provide them with the best possible outcome-driven club experience, they will achieve positive outcomes in the priority areas of Academic Success, Good Character and Citizenship, and Healthy Lifestyles. This connection between after-school programs and outcomes is well documented: high-quality after-school programs have strong positive effects on the academic, social and emotional lives of youth (Vandell, D., Reisner, E. and Pierce, K., 2007). Boys & Girls Club research strongly affirms this core principle: by implementing a high-quality Club Experience, Boys & Girls Clubs can increase positive impact on kids. To sum up, the better the quality of an after-school program, the better the outcomes of youth participants.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

Through the needs assessment process, BGCBC developed an initial list of program activities and potential collaborators necessary to address current gaps in service. Center staff and volunteers will deliver an outcome driven Club Experience, which consists of four components: Five Key Elements for Positive Change, high yield activities, targeted programs, and attendance at each center. Using the Five Key Elements for Positive Change, center staff and volunteers will: 1) create a safe, positive environment; 2) generate fun and a sense of belonging; 3) encourage supportive relationships with peers and adults; 4) provide opportunities and set expectations; and 5) offer recognition.

Highly trained Program Leaders, Youth Development Professionals and content experts will provide high-yield learning activities, so called because they extend learning by providing opportunities to practice communication skills (reading, writing, speaking); problem-solving skills (math, science, technology); healthy living skills (being mindful of diet and exercise, avoiding risky behaviors); and character and citizenship skills (civics, volunteerism and civility). Center staff will also incorporate targeted programs to meet youth needs and interests. All activities and programs are based on best practices and structured by the BGCBC model components, which align with proposal objectives to improve student academic achievement and overall student success. The Project Director, Site Coordinators and Student Advisory Boards will reference these activities along with the full needs assessment to create a final program schedule.

1. Academic activities will include Homework help, coordinated tutorials, core academic clubs related to English Language Arts, math, science and social studies, creative writing, reading, STEAM, and activities for English learners. Collaborators will include School Certified Teachers, United Way of Brazoria County, community volunteers.

2. Enrichment activities will include Fine and Performing Arts, Healthy Living Nutrition and Cooking Class, Engineering, Summer Learning Day, Foreign Language, Literacy Through Photography, Coding Club and Robotics, Mobile Golf, Health, Fitness and Sports, Table Top Gaming, The Ultimate Journey, Video Games Club, Video Club, Sports Club, Cheer Club, Dance Club, Technology Club. Collaborators will include Gathering Kids for Visual Performing Arts, local professional artists, Little Birdies Mobile Golf Academy, Brighter Bites, Texas A&M AgriLife.

3. Social Service Support activities will include character education, drug awareness & prevention, violence prevention, health & fitness, anger management, life skills, mindfulness, yoga, etiquette, golf, trauma coping strategies, and mentoring. Collaborators will include United Way of Brazoria County, school day counselors and nurses, Cub Scouts, Boy/Girl Scouts, Unbound, and law enforcement.

4) Parental Engagement activities will include family nights, homework strategies, Internet safety, anti-bullying, social media awareness, GED, bilingual counseling for families, nutrition, game night, fitness, cultural awareness through arts. Collaborators will include Brazosport College, Workforce Solutions, District family engagement programs, Brighter Bites, PTAs, Unbound, True to Life Ministries, Youth and Family Counseling Services.

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

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

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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

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

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

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

BGCBC-ACE will utilize local community members to provide an array of opportunities to students and families at centers. Youth serving organizations and community volunteers will deliver innovative projects that are engaging and address the academic and enrichment needs of students. For example, United Way of Brazoria County's "Reader, Tutor Mentor Initiative Program" will provide professionals to engage with students and serve as readers, tutors, and mentors. Brighter Bites will provide fresh fruits and produce, nutrition education, and fun food experiences to teach students, families and teachers healthy ways to use their food through cooking classes. Little Birdies Golf Academy will provide fun, innovative lessons that teach the intricacies of golf, from the history of the game, to scoring, full-swing, putting, chipping, bunker-play all while incorporating math and science skills and key character traits in every lesson needed for the game as well as life. Additional program opportunities will be provided by volunteers from BGCBC's many collaborative partners such as Cub Scouts, Girl Scouts, AgriLife, Dow, BASF, Air Liquid, Brass Pro who will endow the Centers with great life and learning skills opportunities.

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9. Statutory/Program Requirements (Cont.)

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

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

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

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

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.

Based on campus assessments, BGCBC-CLC will use a portion of grant funds to provide bus transportation home for students at center 7 - Sweeny Junior High. The school is in a rural area and there is a lack of parental support due to the long distance and time it takes to get children home from school. Students at this center need transportation services to participate in the afterschool program and to improve parent engagement. The remaining centers will use existing school district transportation arrangements with their respective school sites to provide transportation from the center, if needed. Additionally, Site Coordinators will survey parents about their transportation needs to ensure family needs are addressed each semester.

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

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

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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.

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

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

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

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.

BGCBC has partnership agreements in place with three local education agencies and community-based organizations to coordinate federal, state, and local programs and make the most effective use of public resources at each campus served through BGCBC-CLC. Included with this application are signed partnership agreements from Angleton, Brazosport, and Sweeny Independent School Districts. BGCBC will work in partnership with them to create seven community learning centers that provide afterschool and summer academic enrichment opportunities for 420 students who attend high poverty and low-performing schools. All proposed schools are identified as Title I, Part A Schoolwide campuses and receive public funding for resources that help to provide a high-quality education that will enable all children to meet the state's student performance standards.

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

Youth serving organizations and community volunteers will deliver innovative projects that are engaging and address the academic and enrichment needs of students. For example, United Way of Brazoria County's Reader Tutor Mentor program is a collaborative effort aimed at filling education-specific partner and community needs. This is a national initiative conceptualized by United Way Worldwide with a goal of recruiting 1,000,000 volunteers. The United Way of Brazoria County Reader Tutor Mentor program has cohorts of professionals that will provide BGCBC-CLC a pool of candidates to serve as readers, tutors and mentors.

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9. Statutory/Program Requirements (Cont.)

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

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

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

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

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)

BGCBC will coordinate with partnering organizations such as United Way of Brazoria County's Reader Tutor Mentor program to recruit appropriately qualified persons to serve as volunteers. Reader Tutor Mentor is a collaborative effort aimed at filling education-specific partner and community needs. The program has cohorts of professionals that seek out opportunities to engage with students and will provide a pool of candidates to serve as readers, tutors and mentors. The Cub Scouts, Girl Scouts, AgriLife, Dow, BASF, Air Liquid, and Brass Pro will endow centers with great life and learning skill opportunities by professionals serving as mentors, collaborating with students on a project-based learning activity or hosting job shadowing experiences. Furthermore, center staff will encourage parents to volunteer for parent events/activities and participate on the Advisory Council to promote the afterschool program and its accomplishments.

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

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

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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.

SMART goals: Centers will register and serve at least 72 students during the school year and carry forward service to at least 30 students in the summer. Of registered students, at least 60 will become regular students (attend 45 days or more at 120 minutes per day). Strategies for recruiting and retaining students in the program over time will include: 1) promotion of programs and events through flyers, posters, bulletin boards, newsletters, BGCBC and school website and social media accounts, campus marque, and student, family and school staff referrals; 2) community engagement events – fun events for members, students and their families will take place throughout the month to help recruit new members; 3) annual membership drive – center staff will ask current members to recruit family and peers to attend center events and to become members; 4) attendance incentive program – youth who meet attendance goals or bring in large numbers of students to join the Club will receive special recognition; 5) special events – centers will host exclusive parties and events for students who renew their memberships or reach higher continuous membership benchmarks; 6) phone calls – Site Coordinators will call members who do not attend the program for two consecutive days to let them know that they were missed and to encourage attendance. They will also call members to recognize special occasions, important milestones, and pay a member a compliment to parents.

Centers will use a youth-centered approach where students have voice, choice and autonomy to support frequent attendance and retention of members. Youth Ambassadors will plan events to help promote the program, recruit their peers and assess successful and unsuccessful program activities. All program staff and volunteers will receive training on the Boys & Girls Clubs' Formula for Impact to effectively deliver an outcome-driven Club Experience. The Project Director, Site Coordinators, Program Leaders, Youth Development Professionals and school liaison will evaluate average daily attendance and regular participation in planned activities.

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.

Based on feedback from school administrators, teachers and parents, students will attend afterschool programming three hours a day (3:15pm-6:15pm), five days a week, Monday through Friday, during the fall and spring semesters. Services are available 20 hours per week, for a minimum of 36 weeks for the regular school year. When schools have early dismissal days, programming will begin from school dismissal to 6:15pm. This allows for a seamless transition from the school day to afterschool activities, while providing adequate services to meet the needs of working families. Summer programming will operate 10 hours a day (7:30am-5:30pm), five days a week, Monday through Friday, for eight weeks. Based on school districts' summer operations, some centers may be combined to maximize BGCBC and district resources including food services, transportation and utilities. The needs assessment identified academic interventions and enrichment opportunities for students as priorities. Students enrolled in BGCBC-CLC will receive the entire Boys & Girls Club Experience. The Club Experience promotes positive social and academic outcomes for all youth by providing safe space to: 1) develop positive social skills, protective factors, and resilience; 2) have opportunities to develop self-confidence and leadership skills; and 3) benefit from dependable relationships and settings without criticism or disapproval.

Center staff will provide fun and educational experiences to help students develop the skills to stay ahead in school. Highly trained Program Leaders and Youth Development Professionals provide skills-gap remediation to students in a way they understand. We are fostering a lifelong love of learning that translates into grade-level readiness and great futures.

To ensure proper management of funds, BGCBC Chief Executive Officer, Director of Operations, and Finance Specialist developed each Center's program budget with input from school districts as well as review of previous BGCBC Texas ACE grants and current programming during the application process.

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10. Equitable Access and Participation

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

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

Group	<input type="text" value="Students, Others"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Gang-Related Activities"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Absenteeism/Truancy"/>
Group	<input type="text" value="Teachers, Others"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>

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"/>

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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, including benefits	\$75,000
2.	Site Coordinators (7), including benefits	\$388,500
3.	Family Engagement Specialist, including benefits	\$60,000
4.	Administrative Support, including benefits	\$75,000
5.	Other (Project Director Asst, Program Leaders, Youth Dev Professionals), including benefits	\$389,880

Professional and Contracted Services

6.	Rental or lease of buildings, space in buildings, or land	\$48,000
7.	Independent evaluation services (external)	\$25,000
8.	Enrichment and family engagement services	\$50,000
9.	Pre-employment drug test, background checks, fingerprinting	\$50,000
10.	Professional and contract services that do not require specific approval	\$40,000

Supplies and Materials

11.	General supplies and materials - office supplies, audio visual aids, computing devices, etc.	\$50,000
12.	Supplies and materials for student academic enrichment activities	\$70,000
13.	Supplies and materials for family engagement activities	\$21,000
14.	Nonfood supplies - gloves, cups, plates, spoons, forks, napkins, straws, etc.	\$10,000

Other Operating Costs

15.	Nutritional snacks for students and parents during program offerings; food for mtgs/trainings	\$10,000
16.	Student transportation services; local mileage for PD, FES and Site Coordinators	\$90,000
17.	Employee travel to required Texas ACE state and regional training, mtgs, conferences, etc.	\$30,000

Capital Outlay

18.	N/A	
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be 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"/>	

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Center Operations Schedule

County-district number or vendor ID: 741688545

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	020902104	Westside Elementary 1001 West Mulberry Angleton, TX 77515 Site Phone: 979-201-3817		K to 5	60	60
2	020902109	Frontier Elementary 5200 Airline Rd Angleton, TX 77515 Site Phone: 979-864-8005		K to 5	60	60
3	020905101	S.F. Austin Elementary 7351 Stephen F. Austin Road Jones Creek, Texas 77541 Site Phone: 979-201-3488		PK to 5	60	60
4	020905110	Velasco Elementary 401 N Gulf Blvd Freeport, Texas 77541 Site Phone: 979-665-6672		2 to 5	60	60
5	020905113	Gladys Polk Elementary 600 Audubon Woods Drive Richwood, Texas 77531 Site Phone: 979-482-7284		PK to 4	60	60
6	020905114	Madge Griffith Elementary 101 Lexington Clute, Texas 77531 Site Phone: 979-824-1794		PK to 4	60	60
7	020906041	Sweeny Jr. High 800 N Elm Street Sweeny, Texas 77480 Site Phone: 979-665-6732		6 to 8	60	60
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(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.</i>												
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	020902104	Westside Elementary 1001 West Mulberry Angleton, TX 77515					K to 5	60	60			
Feeder		Westside Elementary										
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			08/18/2021			12/17/2021			16			
Spring Term			01/04/2022			06/01/2022			20			
Summer Term			06/06/2022			07/29/2022			8			
Total number of weeks:									44			
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			3:15	6:15			3:15	6:15	7:30			5:30
Tuesday			3:15	6:15			3:15	6:15	7:30			5:30
Wednesday			3:15	6:15			3:15	6:15	7:30			5:30
Thursday			3:15	6:15			3:15	6:15	7:30			5:30
Friday			3:15	6:15			3:15	6:15	7:30			5:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				50			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities	One monthly engagement activity is scheduled.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<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	020902109	Frontier Elementary 5200 Airline Rd Angleton, TX 77515					K to 5	60	60				
Feeder		Frontier Elementary											
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				08/18/2021			12/17/2021			16			
Spring Term				01/04/2022			06/01/2022			20			
Summer Term				06/06/2022			07/29/2022			8			
Total number of weeks:										44			
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			3:15	6:15			3:15	6:15	7:30			5:30	
Tuesday			3:15	6:15			3:15	6:15	7:30			5:30	
Wednesday			3:15	6:15			3:15	6:15	7:30			5:30	
Thursday			3:15	6:15			3:15	6:15	7:30			5:30	
Friday			3:15	6:15			3:15	6:15	7:30			5:30	
Saturday													
Sunday													
Total Hours Per Week:	15				15				50				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities	One monthly engagement activity is scheduled.												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<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 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	020905101	S. F. Austin Elementary 7351 Stephen F. Austin Road Jones Creek, Texas 77541					PK to 5	60	60			
Feeder		S.F. Austin Elementary										
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			08/18/2021			12/17/2021			16			
Spring Term			01/04/2022			06/01/2022			20			
Summer Term			06/06/2022			07/29/2022			8			
Total number of weeks:									44			
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			4:00	7:00			4:00	7:00	7:30			5:30
Tuesday			4:00	7:00			4:00	7:00	7:30			5:30
Wednesday			4:00	7:00			4:00	7:00	7:30			5:30
Thursday			4:00	7:00			4:00	7:00	7:30			5:30
Friday			4:00	7:00			4:00	7:00	7:30			5:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				50			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities	One monthly engagement activity is scheduled.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<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 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	020905110	Velasco Elementary 401 N Gulf Blvd Freeport, Texas 77541					2 to 5	60	60				
Feeder		Velasco Elementary											
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			08/18/2021			12/17/2021			16				
Spring Term			01/04/2022			06/01/2022			20				
Summer Term			06/06/2022			07/29/2022			8				
Total number of weeks:									44				
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			4:00	7:00			4:00	7:00	7:30			5:30	
Tuesday			4:00	7:00			4:00	7:00	7:30			5:30	
Wednesday			4:00	7:00			4:00	7:00	7:30			5:30	
Thursday			4:00	7:00			4:00	7:00	7:30			5:30	
Friday			4:00	7:00			4:00	7:00	7:30			5:30	
Saturday													
Sunday													
Total Hours Per Week:	15				15				50				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities	One monthly engagement activity is scheduled.												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<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 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	020905113	Gladys Polk Elementary 600 Audubon Woods Drive Richwood, Texas 77531					PK to 4	60	60			
Feeder		Gladys Polk Elementary										
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			08/18/2021			12/17/2021			16			
Spring Term			01/04/2022			06/01/2022			20			
Summer Term			06/06/2022			07/29/2022			8			
Total number of weeks:									44			
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			4:00	7:00			4:00	7:00	7:30			5:30
Tuesday			4:00	7:00			4:00	7:00	7:30			5:30
Wednesday			4:00	7:00			4:00	7:00	7:30			5:30
Thursday			4:00	7:00			4:00	7:00	7:30			5:30
Friday			4:00	7:00			4:00	7:00	7:30			5:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				50			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities	One monthly engagement activity is scheduled.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<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 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	020905114	Madge Griffith Elementary 101 Lexington Clute, Texas 77531					PK to 4	60	60				
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				08/18/2021			12/17/2021			16			
Spring Term				01/04/2022			06/01/2022			20			
Summer Term				06/06/2022			07/29/2022			8			
Total number of weeks:										44			
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	
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Tuesday			4:00	7:00			4:00	7:00	7:30			5:30	
Wednesday			4:00	7:00			4:00	7:00	7:30			5:30	
Thursday			4:00	7:00			4:00	7:00	7:30			5:30	
Friday			4:00	7:00			4:00	7:00	7:30			5:30	
Saturday													
Sunday													
Total Hours Per Week:	15				15				50				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities	One monthly engagement activity is scheduled.												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<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 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	020906041	Sweeny Jr. High 800 N Elm Street Sweeny, Texas 77480					6 to 8	60	60			
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			08/18/2021			12/17/2021			16			
Spring Term			01/04/2022			06/01/2022			20			
Summer Term			06/06/2022			07/29/2022			8			
Total number of weeks:									44			
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			3:30	6:30			3:30	6:30	7:30			5:30
Tuesday			3:30	6:30			3:30	6:30	7:30			5:30
Wednesday			3:30	6:30			3:30	6:30	7:30			5:30
Thursday			3:30	6:30			3:30	6:30	7:30			5:30
Friday			3:30	6:30			3:30	6:30	7:30			5:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				50			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities	One monthly engagement activity is scheduled.											



**BOYS & GIRLS CLUB
OF BRAZORIA COUNTY**

MEMORANDUM OF UNDERSTANDING

FOR

Boys & Girls Club of Brazoria County and Angleton ISD

1. Purpose

The purpose of this Memorandum of Understanding (MOU) is to serve as a written understanding between the Boys & Girls Club of Brazoria County (BGCBC) and Angleton ISD (AISD). This MOU documents the responsibilities of each agency through the proposed partnership to create community learning centers that provide afterschool and summer academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools.

2. Objectives, Scope, and Major Activities

- ❑ **Objective:** The objective of the BGCBC/AISD partnership is to support the establishment and implementation of services, programs, and activities to enrich and extend student learning experiences outside the school day. In addition, other activities will be implemented to reduce students' risky behaviors as well as to supplement academic services for students experiencing academic challenges that impede their ability to be promoted from one grade to the next in a timely manner.
- ❑ **Scope:** The scope of the BGCBC/AISD partnership for community learning centers is to provide academic and enrichment opportunities during non-school hours to students and their families at Frontier and Westside Elementary Schools.
- ❑ **Major Activities:** The major activities of AISD includes the use of campus facilities, food service through the federal school food program (if determined eligible under Federal Snack and food program guidelines i.e. Title 1 school guidelines), contracted janitorial services, written translation services, student identification and referral, project monitoring and evaluation, and student information data sharing.

3. Responsibilities

❑ **Boys & Girls Club of Brazoria County**

BGCBC is ultimately responsible for the development, implementation and evaluation of all programs and services associated with BGCBC afterschool and summer programming including the following:

1. Ensure that appropriate AISD employees are kept apprised of any planned or proposed program modifications in a timely manner;
2. Ensure the proper use and maintenance of AISD facilities;
3. Ensure that any property damage or loss incurred by AISD because of BGCBC program use will be duly reported and compensated to the district;
4. Ensure that paperwork necessary for the federal school food program will be accurate, complete and turned in on time to campus food service directors;
5. Ensure that AISD is given any data or information necessary for the district to assist with the monitoring and evaluation of the program;
6. Ensure that reports for the Nita M. Lowey 21st Century Community Learning Centers Grant are completed and submitted in a timely manner;

7. Ensure that any information given by the district in writing or by its staff will be held confidential by BGCBC staff and used only for reporting or programming delivery purposes;
8. Sign this agreement and act in the best interest of BGCBC to ensure continued availability and integrity of the BGCBC program.

□ **Angleton ISD**

AISD and/or its employees will:

1. Provide the use of campus facilities to provide adequate space for academic and enrichment instruction. Adequate space is defined as space to meet requirements of 10:1 student to adult ratio;
2. Inform BGCBC of changes in space location at campus facilities without reducing amount of space;
3. Provide janitorial services at no cost to BGCBC;
4. Provide data necessary for evaluation and grant reporting in a complete, accurate and timely manner;
5. Provide in-kind services in a timely, ethical and professional manner at the following campuses: Frontier and Westside;
6. Provide up to 6 classrooms, gym and cafeteria area at Frontier and Westside;
7. Provide classrooms and gym space for summer site;
8. Provide BGCBC with a transportation rate of \$2.25 per mile and \$14.66 per hour per driver for field trips for students that BGCBC serves from AISD; and
9. Sign this agreement and act in the best interest of BGCBC to ensure continued availability and integrity of BGCBC program.

4. Services

All services provided under this MOU shall be highlighted in this section, including but not limited to:

Campus Facilities Use: During the regular school year, AISD will offer an in-kind donation of adequate space for academic instruction and enrichment at the following campuses: Frontier Elementary and Westside Elementary.

Food Service: During the regular school year, AISD will offer an in-kind donation of 1 snack per child per day provided through the federal school food program at the BGCBC site (if determined eligible under Federal Snack and food program guidelines i.e. Title 1 school guidelines). During the summer, AISD will provide breakfast, lunch and snack per child per day through the federal school food program at the BGCBC site (if determined eligible under Federal Snack and food program guidelines i.e. Title 1 school guidelines).

Janitorial Services: During the regular school year and during summer camp, AISD will offer an in-kind donation of janitorial services to clean the facilities used by BGCBC without disruption of BGCBC activities.

Student Identification and Referral: AISD, through its Federal Programs department and through the campus administration will provide an in-kind donation of identifying and referring students to the BGCBC program based on AISD identification process.

Project Monitoring and Evaluation: AISD, through its Federal Programs department and its district administration, will provide an in-kind donation of assisting in the monitoring and evaluation of the BGCBC program as needed.

Student Information Data Sharing: AISD will provide an in-kind donation of data regarding students participating in the BGCBC program necessary to fulfill the Club's reporting requirements. Data to be provided includes (but is not limited to): student Social Security numbers (or Alternate ID numbers), gender, date of birth, ethnicity, grade, campus, assessment scores and dates, attendance records, discipline referral information, failure rates, grades and retention information. This information may be provided from the following sources: district PEIMS coordinator, campus records, district assessment records, and/or district employees.

Technology: AISD will allow BGCBC Site Coordinators internet access on the appropriate AISD campuses for reporting and programming purposes.

5. Duration and Amendments of the MOU

This MOU will be reviewed annually from the date signed. The Chief Executive Officer will be responsible for this review.

**MEMORANDUM OF UNDERSTANDING
FOR
Angleton ISD**

AGREEMENT/SIGNATURE PAGE

By signing this page, all parties agree to ensure compliance with applicable and respective agency policies, mandates and instructions that will ensure the continued availability, confidentiality and integrity of information being processed by or through this system.

Boys & Girls Club of Brazoria County

Printed Name: Amber Newman

Date:

Signature: 

Telephone Number: 979.373.9668

E-Mail Address: anewman@bgcbrazoria.org

Angleton ISD

Printed Name: Phil Edwards

Date: 01/20/21

Signature: 

Telephone Number: 979-730-7060

E-Mail Address: pedwards@Angletonisd.net



**BOYS & GIRLS CLUB
OF BRAZORIA COUNTY**

MEMORANDUM OF UNDERSTANDING

FOR

Boys & Girls Club of Brazoria County and Brazosport ISD

1. Purpose

The purpose of this Memorandum of Understanding (MOU) is to serve as a written understanding between the Boys & Girls Club of Brazoria County (BGCBC) and Brazosport ISD (BISD). This MOU documents the responsibilities of each agency through the proposed partnership to create community learning centers that provide afterschool and summer academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools.

2. Objectives, Scope, and Major Activities

- Objective:** The objective of the BGCBC/BISD partnership is to support the establishment and implementation of services, programs, and activities to enrich and extend student learning experiences outside the school day. In addition, other activities will be implemented to reduce students' risky behaviors as well as to supplement academic services for students experiencing academic challenges that impede their ability to be promoted from one grade to the next in a timely manner.
- Scope:** The scope the BGCBC/BISD partnership for community learning centers is to provide academic and enrichment opportunities during non-school hours to students and their families at four elementary school, including: Gladys Polk, Griffith, SF Austin, and Velasco.
- Major Activities:** The major activities of BISD includes the use of campus facilities, food service through the federal school food program (if determined eligible under Federal Snack and food program guidelines i.e. Title 1 school guidelines), contracted janitorial services, written translation services, student identification and referral, project monitoring and evaluation, and student information data sharing.

3. Responsibilities

Boys & Girls Club of Brazoria County

BGCBC is ultimately responsible for the development, implementation and evaluation of all programs and services associated with BGCBC afterschool and summer programming including the following:

1. Ensure that appropriate BISD employees are kept apprised of any planned or proposed program modifications in a timely manner;
2. Ensure the proper use and maintenance of BISD facilities;
3. Ensure that any property damage or loss incurred by BISD because of BGCBC program use will be duly reported and compensated to the district;
4. Ensure that paperwork necessary for the federal school food program will be accurate, complete and turned in on time to campus food service directors;
5. Ensure that BISD is given any data or information necessary for the district to assist with the monitoring and evaluation of the program;
6. Ensure that reports for the Nita M. Lowey 21st Century Community Learning Centers Grant are completed and submitted in a timely manner;
7. Ensure that any information given by the district in writing or by its staff will be held confidential by BGCBC staff and used only for reporting or programming delivery purposes;

8. Sign this agreement and act in the best interest of BGCBC to ensure continued availability and integrity of the BGCBC program.

□ **Brazosport ISD**

BISD and/or its employees will:

1. Provide the use of campus facilities to provide adequate space for academic and enrichment instruction. Adequate space is defined as space to meet requirements of 10:1 student to adult ratio.
2. Inform BGCBC of changes in space location at campus facilities without reducing amount of space;
3. Provide janitorial services at no cost to BGCBC;
4. Provide data necessary for evaluation and grant reporting in a complete, accurate and timely manner;
5. Provide in-kind services in a timely, ethical and professional manner at Gladys Polk, Griffith, SF Austin, and Velasco;
6. Provide up to 6 classrooms, gym and cafeteria at Gladys Polk, Griffith, SF Austin, and Velasco;
7. Provide BGCBC with a transportation rate of \$3.32 per mile and \$14.66 per hour per driver for field trips for students that BGCBC serves from BISD; and
8. Sign this agreement and act in the best interest of BGCBC to ensure continued availability and integrity of BGCBC program.

4. Services

All services provided under this MOU shall be highlighted in this section, including but not limited to:

Campus Facilities Use: During the regular school year, BISD will offer an in-kind donation of adequate space for academic instruction and enrichment at the following campuses: Gladys Polk, Griffith, SF Austin, and Velasco.

Food Service: During the regular school year, BISD will offer an in-kind donation of 1 snack per child per day provided through the federal school food program at the BGCBC site (if determined eligible under Federal Snack and food program guidelines i.e. Title 1 school guidelines). During the summer, BISD will provide breakfast, lunch and snack per child per day through the federal school food program at the BGCBC site (if determined eligible under Federal Snack and food program guidelines i.e. Title 1 school guidelines).

Janitorial Services: During the regular school year and during summer camp, BISD will offer an in-kind donation of janitorial services to clean the facilities used by BGCBC without disruption of BGCBC activities.

Student Identification and Referral: BISD, through its Student Services department and through the campus administration will provide an in-kind donation of identifying and referring students to the BGCBC program based on BISD identification process.

Project Monitoring and Evaluation: BISD, through its Student Services department and its district administration, will provide an in-kind donation of assisting in the monitoring and evaluation of the BGCBC program as needed.

Student Information Data Sharing: BISD will provide an in-kind donation of data regarding students participating in the BGCBC program necessary to fulfill the Club's reporting requirements. Data to be provided includes (but is not limited to): student Social Security numbers (or Alternate ID numbers), gender, date of birth, ethnicity, grade, campus, assessment scores and dates, attendance records, discipline referral information, failure rates, grades and retention information. This information may be provided from the following sources: district PEIMS coordinator, campus records, district assessment records, and/or district employees.

Technology: BISD will allow BGCBC Site Coordinators internet access on the appropriate BISD campuses for reporting and programming purposes.

5. Duration and Amendments of the MOU

This MOU will be reviewed annually from the date signed. The Chief Executive Officer will be responsible for this review.

**MEMORANDUM OF UNDERSTANDING
FOR
Brazosport ISD**

AGREEMENT/SIGNATURE PAGE

By signing this page, all parties agree to ensure compliance with applicable and respective agency policies, mandates and instructions that will ensure the continued availability, confidentiality and integrity of information being processed by or through this system.

Boys & Girls Club of Brazoria County

Printed Name: Amber Newman

Date:

Signature:  1/20/21

Telephone Number: 979.373.9668

E-Mail Address: anewman@bgcbrazoria.org

Brazosport ISD

Printed Name: Danny Massey

Date:

1-21-21

Signature: 

Telephone Number: 979-730-7060

E-Mail Address: dmassey@brazosportisd.net



**BOYS & GIRLS CLUB
OF BRAZORIA COUNTY**

MEMORANDUM OF UNDERSTANDING

FOR

Boys & Girls Club of Brazoria County and Sweeny ISD

1. Purpose

The purpose of this Memorandum of Understanding (MOU) is to serve as a written understanding between the Boys & Girls Club of Brazoria County (BGCBC) and Sweeny ISD (SISD). This MOU documents the responsibilities of each agency through the proposed partnership to create community learning centers that provide afterschool and summer academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools.

2. Objectives, Scope, and Major Activities

- Objective:** The objective of the BGCBC/SISD partnership is to support the establishment and implementation of services, programs, and activities to enrich and extend student learning experiences outside the school day. In addition, other activities will be implemented to reduce students' risky behaviors as well as to supplement academic services for students experiencing academic challenges that impede their ability to be promoted from one grade to the next in a timely manner.
- Scope:** The scope of the BGCBC/SISD partnership for community learning centers is to provide academic and enrichment opportunities during non-school hours to students and their families at Sweeny Junior High School.
- Major Activities:** The major activities of SISD includes the use of campus facilities, food service through the federal school food program (if determined eligible under Federal Snack and food program guidelines i.e. Title 1 school guidelines), custodial services, written translation services, student identification and referral, project monitoring and evaluation, and student information data sharing.

3. Responsibilities

Boys & Girls Club of Brazoria County

BGCBC is ultimately responsible for the development, implementation and evaluation of all programs and services associated with BGCBC afterschool and summer programming including the following:

1. Ensure that appropriate SISD employees are kept apprised of any planned or proposed program modifications in a timely manner;
2. Ensure the proper use and maintenance of SISD facilities;
3. Ensure that any property damage or loss incurred by SISD because of BGCBC program use will be duly reported and compensated to the district;
4. Ensure that paperwork necessary for the federal school food program will be accurate, complete and turned in on time to campus food service directors;
5. Ensure that SISD is given any data or information necessary for the district to assist with the monitoring and evaluation of the program;
6. Ensure that reports for the Nita M. Lowey 21st Century Community Learning Centers Grant are completed and submitted in a timely manner;

7. Ensure that any information given by the district in writing or by its staff will be held confidential by BGCBC staff and used only for reporting or programming delivery purposes;
8. Ensure that SISD principals are included in the selection of staff;
9. Ensure that BGCBC staff attend the safety training provided by SISD security/safety staff once staff are hired;
10. Sign this agreement and act in the best interest of BGCBC to ensure continued availability and integrity of the BGCBC program.

□ **Sweeny ISD**

SISD and/or its employees will:

1. Provide the use of campus facilities to provide adequate space for academic and enrichment instruction. Adequate space is defined as space to meet requirements of 10:1 student to a adult ratio.
2. Inform BGCBC of changes in space location at campus facilities without reducing amount of space;
3. Provide janitorial services at no cost to BGCBC;
4. Provide data necessary for evaluation and grant reporting in a complete, accurate and timely manner;
5. Provide transportation for members of BGCBC program at Sweeny Junior High;
6. Provide in-kind services in a timely, ethical and professional manner at Sweeny Junior High;
7. SISD will provide up to 6 classroom spaces and access to the gym at Sweeny Junior High;
8. SISD safety/security staff will provide training to BGCBC staff;
9. SISD will provide a summer site;
10. Provide BGCBC with a transportation rate of \$3.32 per mile and \$14.66 per hour per driver for field trips for students that BGCBC serves from SISD; and
11. Sign this agreement and act in the best interest of BGCBC to ensure continued availability and integrity of BGCBC program.

4. Services

All services provided under this MOU shall be highlighted in this section, including but not limited to:

Campus Facilities Use: During the regular school year, SISD will offer an in-kind donation of adequate space for academic instruction and enrichment at Sweeny Junior High.

Food Service: During the regular school year, SISD will offer an in-kind donation of 1 snack per child per day provided through the federal school food program at the BGCBC site (if determined eligible under Federal Snack and food program guidelines i.e. Title 1 school guidelines). During the summer, SISD will provide breakfast and lunch per child per day through the federal school food program at the BGCBC site (if determined eligible under Federal Snack and food program guidelines i.e. Title 1 school guidelines).

Custodial Services: During the regular school year and during summer camp, SISD will offer an in-kind donation of custodial services to clean the facilities used by BGCBC without disruption of BGCBC activities.

Student Identification and Referral: SISD, through its Federal Programs department and through the campus administration will provide an in-kind donation of identifying and referring students to the BGCBC program based on SISD identification process.

Project Monitoring and Evaluation: SISD, through its Federal Programs department and its district administration, will provide an in-kind donation of assisting in the monitoring and evaluation of the BGCBC program as needed.

Student Information Data Sharing: SISD will provide an in-kind donation of data regarding students participating in the BGCBC program necessary to fulfill the Club's reporting requirements. Data to be provided includes (but is not limited to): student Social Security numbers (or Alternate ID numbers), gender, date of birth, ethnicity, grade, campus, assessment scores and dates, attendance records, discipline referral information, failure rates, grades and retention information. This information may be provided from the following sources: district PEIMS coordinator, campus records, district assessment records, and/or district employees.

Technology: SISD will allow BGCBC Site Coordinators internet access on the appropriate SISD campuses for reporting and programming purposes.

5. Duration and Amendments of the MOU

This MOU will be reviewed annually from the date signed. The Chief Executive Officer will be responsible for this review.

**MEMORANDUM OF UNDERSTANDING
FOR
Sweeny ISD**

AGREEMENT/SIGNATURE PAGE

By signing this page, all parties agree to ensure compliance with applicable and respective agency policies, mandates and instructions that will ensure the continued availability, confidentiality and integrity of information being processed by or through this system.

Boys & Girls Club of Brazoria County

Printed Name: Amber Newman, M.P.A.

Date:

Signature: _____

Telephone Number: 979.373.9668

E-Mail Address: anewman@bgcbrazoria.org

Sweeny ISD

Printed Name: Dr. Tory Hill

Date:

1/19/2021

Signature:  _____

Telephone Number: 979-491-8010

E-Mail Address: TC Hill@sweenyisd.org