



**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 to **Pre-award costs:** permitted for this grant

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Digitally signed by David LaVassaur Date: 2021.01.18 09:53:49 -06'00' Date

Grant Writer Name Signature Digitally signed by David LaVassaur Date: 2021.01.18 09:54:17 -06'00' Date

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
Lack of services for at-risk children including after-school programs, tutoring, and mentoring	Expand services to serve more children. Provide educational opportunities and homework assistance, character development, nutrition, exercise, and adult supervised unstructured free time in a safe environment while parents are at work.
Lack of transportation services for at-risk juveniles creating barriers to services.	Partner with Trinity ISD to provide transportation for all at-risk students
Lack of services for parent training.	Provide on-going, quality parent education opportunities in collaboration with community partner to increase parent's participation and understanding of their children's educational and emotional needs; to increase parents knowledge of community resources and services.

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 purpose of this program is for Boys & Girls Club of Trinity (BGCT) to provide extended learning opportunities outside of the regular school day to students in need of academic assistance by developing a highly effective, interactive educational program in a fun and safe environment. Our Texas 21st Century Community Learning Center (CCLC) program will provide quality academic assistance in reading, math, science, and social studies as well as enrichment opportunities in character development, citizenship, the arts, fitness, and nutrition. Family and community activities will be provided to encourage parental engagement and provide parents with skills to help their children succeed.

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

Identify and recruit youth for the program. (150 youth and 10 staff and volunteers)
 Train staff and volunteers
 Survey Parents to see what is needed for parenting and the resources that will be needed.
 Develop a transportation plan and schedule.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Evaluate student progress and identify what student needs improvement in core subject areas.
Establish a parent committee for improving their student academic achievement.

Third-Quarter Benchmark

All participants improve overall GPA.
Parents attend parenting classes and host a end of the year activity.
Evaluate effectiveness of the program
Collect data from TISD on grades and attendance
Awards and incentives are given to participants.

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.

Program evaluation will be performed by a committee made up of at least one board member, the CEO, representatives from TISD, and a parent ambassador. The committee will meet quarterly and at the end of each year to determine if the program was implemented as designed, whether or not goals and outcomes were achieved, program progress, and any concerns or suggestions for continuous improvement.

Throughout the program, staff and TISD teachers will ensure that data is collected on each students school attendance, core course grades, discipline referrals, STARR test results, and on-time grade progression. Each student's data will be compared to previous years results to determine progress and academic achievement. TISD representatives will compare data from students attending the program to students who do not attend to further evaluate program effectiveness.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

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

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

The community needs assessment considered parent and student feedback, input from Trinity ISD, community partners, local law enforcement agencies, juvenile services, emergency management, victim services, mental health/substance abuse services, and several community and state reports. BGCT reviewed the community needs assessment specifically to identify needs and resources for our children and working families. Additionally, we met with TISD and city officials, as well as local business owners, pastors, and community agencies in order to accurately assess community resources and to assure there were no overlapping or duplication of services.

Lack of services for at-risk children including after-school programs, tutoring, and mentoring
Goal: Expand services to serve more children. Provide educational opportunities and homework assistance, character development, nutrition, exercise, and adult supervised unstructured free time in a safe environment while parents are at work.

Lack of transportation services for at-risk juveniles creating barriers to services.
Goal: Partner with Trinity ISD to provide transportation for all at-risk students

Lack of services for at-risk children with obesity issues.
Goal: Implement BGCT's Triple Play-a comprehensive health and wellness program that promotes good nutrition, increased daily physical activity, and development of healthy relationships.

Lack of services for parent training.
Goal: Provide on-going, quality parent education opportunities in collaboration with community partner to increase parent's participation and understanding of their children's educational and emotional needs; to increase parents knowledge of community resources and services.

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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.

Our mission is to inspire and empower all young people in our community to reach their full potential as responsible, productive, caring citizens. 92% of our members have been identified as economically disadvantaged, highlighting the significant need for additional support to increase academic achievement during the critical out-of-school hours. Through no fault of their own, many of our students do not have a home environment that promotes continual learning which can cause them to fall behind in their studies. Students who fall behind in school also tend to have more behavior issues in the classroom, further exacerbating poor academic achievement. BGCT is committed to bridging the gap and creating continuity between school and home life for our members. BGCT provides an outcome-driven Club Experience that helps young people achieve academic success, good character and citizenship, and healthy lifestyles. By offering extended learning opportunities and educational enrichment programming during the non-school hours, we help improve young people's academic performance and encourage them to graduate from high school, pursue a post-secondary education and develop a lifelong love of learning.

Our "Formula for Impact" ensures our members achieve our priority outcomes. The Formula for Impact begins with the five key elements for positive youth development: providing a safe, positive environment; FUN; supportive relationships; opportunities and expectations; and recognition for effort and success. It incorporates high-yield learning activities, targeted programs and regular attendance. All programs offered at BGCT are research and evidence based and meet the rigorous standards of the Boys & Girls Clubs of America. Research shows that young people who attend the Club one to two days per week perform better academically and make wiser life choices.

The Boys & Girls Clubs of America's 2017 National Outcomes Report shows that students who participated in Project Learn had significantly better academic outcomes than students who did not: 11 % increase in overall GPA, 13% increase in math GPA, 22% increase in spelling GPA, 5% increase in reading GPA, and 66% decrease in number of days absent from school.

BGCT staff will work closely with school-day personnel to align the academic curriculum. Qualified, professional teachers and youth development professionals will offer homework assistance in core academic areas to reinforce the school day instruction. As much as possible, manipulative and other kinesthetic materials and teaching methods will be used to enrich learning. STARR preparation will be offered as well.

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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.

Power Hour allows Club professionals to conduct engaging homework help programs for Club members in elementary, middle and high school. Power Hour focuses on making engaging hard-to-reach or reluctant youth in homework help and tutoring by making homework and other learning activities enjoyable, as well as academically beneficial - "Fun with a Purpose." It integrates technology, implements one-on-one or small-group tutoring for youth who need additional help in specific areas, offers an incentive system to motivate youth to increase their participation and recognizes young people's efforts and achievements.

SMART Girls is a health, fitness, prevention/education and self-esteem enhancement program for girls. The program is designed to encourage healthy attitudes and lifestyles that will enable adolescent/teen girls to develop to their full potential. Sessions incorporate learning experiences that include mentors, guest speakers, hands-on activities and field trips. The program examines media influences on attitudes about females, personal values in dating relationships, date violence, date rape and sexual harassment, and the physical and emotional changes girls experience. The program also identifies ways to attain healthy eating habits, meet specific nutritional needs, and become physically fit and active.

Passport to Manhood addresses critical issues that young men face during the passage from boyhood to manhood such as ethics, decision-making, wellness, ideas about fatherhood, employment and careers, cooperation and conflict, diversity, relationships and self-esteem. Passport to Manhood is a 14-session program that concentrates on specific aspects of manhood through highly interactive activities.

Family Advocacy Network (FAN) Club is an evidence based parent involvement program developed by Pennsylvania State University and designed to strengthen families by providing social and instrumental support. It provides opportunities for parents and families to participate in activities according to individual parent needs and wants. The activities focus on developing basic support, social support, education, and leadership opportunities to build competence and confidence.

Torch Club is a small-group leadership and service club. The program is a powerful vehicle through which members learn to work together to plan and implement activities in four areas: Education, Health and Fitness, Service to Club and Community, and Social Recreation. Through service activities, Torch Club members identify Club and community needs and give back to their communities. These activities provide opportunities for youth to practice communication, collaboration, creativity and critical thinking.

Junior Staff provides teen members with age-appropriate skill-building opportunities and hands-on Club work experience in four areas: career development, apprenticeship, customer service, and community service.

Through the Triple Play experience, members are challenged to become healthy and active by learning new ways to eat nutritionally, manage stress, maintain physical fitness, increase the number of hours per day they participate in physical activities, and strengthen their ability to interact positively with others, engage in healthy relationships, and form positive relationships with peers.

Money Matters: Make It Count helps teens gain useful knowledge and skills on various aspects of financial literacy, including managing a checking account, budgeting, saving, investing, entrepreneurship, and saving for college. Money Matters was developed in collaboration with the Charles Schwab Foundation.

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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

BGCT and TISD are committed to working together to ensure the success of the students in Trinity. Our partnership with TISD enhances our shared commitment to improve attendance, student behavior, on-time grade promotion, graduation rates, and academic achievement. Both BGCT and TISD will play significant roles to implement a high quality 21 st CCLC program that meets the needs of our students as well as grant requirements.

BGCT will be the fiscal agent for the grant and assure all financial reporting requirements are met. TISD has agreed to provide adequate space at the old unused Intermediate School for BGCT to operate the proposed program. BGCT will be responsible for collecting and tracking data and TISD, with parental permission, will also provide BGCT with student's grades, test scores, and other academic information to allow BGCT to establish individual service plans for each member. BGCT staff will collaborate with TISD principals, counselors, and teachers in order to coordinate services to identify and reach at-risk students and better meet the individual needs of each student. Regular communication will enable BGCT and TISD to identify and address needs, evaluate the effectiveness of services, and make needed adjustments as early as possible. Partners will review program data on a quarterly basis. BGCT will be responsible for the hiring and on-site supervision of program staff and for delivering high quality researched based programs to meet the needs of students and parents. BGCT will contract with TISD to provide transportation to at-risk students.

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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.

The Chronicle of Philanthropy has ranked Boys & Girls Clubs the #1 Youth Organization for the past 16 years (Philanthropy 400 Report)

Boys & Girls Clubs of America has long been recognized as the premier youth serving organizations in the world. BGCT has access to over 100 years of experience in youth development research, best practices, and research based, formally evaluated programs that continue to yield consistent outcomes. BGCT utilizes these programs to positively affect the lives of Club members by emphasizing outcomes that help ensure academic success, good character and citizenship, and healthy lifestyles. Boys & Girls Clubs professionals have access to nation wide best practices and on-going professional development through Boys & Girls Clubs of America's online resource bank and Spillet Leadership University.

Our program includes daily supervision and support by the site coordinator, pre-session planning, weekly staff meetings, data and information review, lesson/curriculum review, and external monitoring. Content presented in academic classes are aligned with TEKS for the appropriate grade level and the enrichment classes are tied in to TEKS objectives BGCT has the experience and ability to implement successful programs that complement and enhance the academic performance, achievement, and positive development of our students.

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.

Our facility is located across the street of Lansberry Elementary. We supply staff to walk children across the street to our facility.

TISD provides bus transportation from each campus to the Boys & Girls Club of Trinity each day for all members attending Junior and Senior High School.

The Boys & Girls Club has a passenger bus to take children home when needed in the evening time.

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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.

BGCT will utilize social media including Facebook and Twitter to provide daily updates, reminders and to highlight member's work and achievements. Both BGCT and TISD websites will provide program location, content, updates, and information regarding registration. We will also use handouts sent home with TISD students, mail outs, flyer's, newspaper, and radio to disseminate information to the community. TISD will provide parents with program information during parent-teacher conferences and PTA meetings. Information will be provided in English and Spanish. We will also host a quarterly open house that will enable the community to tour the center, preview programs, speak with staff and have any questions answered.

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.

BGCT works directly with TISD, DFPS, Texas Department of Agriculture, Trinity County Emergency Management Services, Texas Alliance of Boys & Girls Clubs, Boys & Girls Clubs of America, and local businesses and community programs to coordinate services, make efficient use of public resources, and assure there are no duplication of services. These partners are utilized to enhance and supplement our existing programs and services. Partners are also engaged to provide guest speakers, hands on activities, and field trips for our students.

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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.

BGCT's Board of Directors and staff are dedicated and committed to our mission to inspire and empower all young people in our community to reach their full potential as responsible, productive, caring citizens. Our Board of Directors are collaborating with TISD School Board members and administration, City Council Officials and the City Manager, County Judges, Chief of Police, and other youth organizations to develop a plan that would provide youth programming for years to come. The goal would be to have the Boys & Girls Club of Trinity be the hub for all youth services.

To sustain the program after the grant award we plan to have several annual fundraisers, apply for grant funding, solicit donors, and apply to several foundations.

The impact of the 21st Century Learning Center Grant will help us solicit individual donors to keep the program going for years to come.

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)

BGCT recruits volunteers from Trinity High School and from the community at large. Volunteers from the high school are screened by school counselors to determine appropriateness for our program, once appropriateness is determined the school counselor provides a referral. High school students and Community members who are recruited or express an interest in volunteering fill out an application/screening form that identifies areas of interest and provides references.

BGCT conducts background checks on all Board of Directors, volunteers, parents, partners, including minors who have repetitive direct contact with children. Name-based or fingerprint-based record searches may be used in any combination but shall, at a minimum, (a) verify the person's identity and legal aliases through verification of a social security number, (b) provide a national Sex Offender Registry search, (c) provide a comprehensive criminal search which includes a national search, and (d) provide a comprehensive local criminal search which includes either a statewide criminal search or county level criminal search. Such checks are conducted prior to volunteering and at regular intervals not to exceed twelve (12) months. All background check findings are considered when making volunteer decisions and any candidate will be barred from volunteering for the following reasons:

- (a) refuses to consent to a criminal background check,
- (b) makes a false statement in connection with such criminal background check,
- (c) is registered, or is required to be registered on a state or national sex offender registry,
- (d) has been convicted of a felony consisting of:

- 1. murder,
- 2. child abuse,
- 3. a crime against children, including child pornography,
- 4. domestic violence,
- 5. abduction or human trafficking,
- 6. a crime involving rape or sexual assault,
- 7. arson,
- 8. weapons,
- or
- 9. physical assault or battery.
- 10. has been convicted of a drug-related offense committed within the last five years.

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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.

The program is designed to allow time for registration, staff training, and planning before the start of the fall semester and before the beginning of the summer session. After school programming will be offered Monday-Friday from 3:00-6:30pm, allowing for a seamless transition from the school day to after school activities and helping to meet the needs of working families. Each student will receive a healthy snack before beginning programming activities. The program calendar of operations will mirror the TISD school calendar.

Summer programming will be a 10 week program, Monday-Friday, from 7:30am-5:30pm to meet the needs of working families. Each student receives breakfast and lunch and participates in Summer Brain Gain-our interactive academic program.

During the school year we are targeting 150 hours of service per member. Summer months 35 hours will be our goal.

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.

The Chief Executive Officer (CEO) will act as the Project Director for the program and will oversee the grant as a whole, be responsible for school district relations, community relations, marketing, branding, policies and procedures, and HR related concerns including supervising employees and the Site Coordinator Director. The Project Director will oversee recruiting staff and volunteer, purchasing, budgeting, communication with TEA, supervising and writing necessary reports, developing the program's plan, and writing grant continuation applications and amendments, The Project Director will coordinate and facilitate all community meetings, coordinate with TEA and its trainings and technical assistance. The Project Director will nurture and maintain school district and community partnerships, oversee the program's overall marketing strategy, and be actively involved at the site to ensure grant guidelines are being met and best practices are being implemented. The Project Director will work with the Board of Directors to develop a sustainability plan so that the project may continue long after the grant is completed.

The Project Director will develop and deliver staff trainings to the Site Coordinator who will then train all staff. The Site Coordinator will be responsible for the daily program operations and training of staff. Boys & Girls Clubs of America's Spillett University currently supports our Youth Development Professionals by providing courses in development of core competencies and skills essential to the program: Outcome Driven Club Experience, Developmental Characteristics of Youth, Providing Informal Guidance and Discipline Techniques, Child Safety, Building Resiliency in Youth, and Intentional Planning for Outcomes. All staff are required to complete these courses within the first 90 days of employment.

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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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.	Staffing - Full time	\$90,000
2.	Staffing - Part time	\$65,000
3.	Payroll taxes	\$12,787
4.	Employee Benefits	\$25,000
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	Bookkeeping	\$3,500
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	Office Supplies	\$3,000
12.	Program Supplies	\$4,500
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	Ipads, Desktops	\$7,500
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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

Center Operations Schedule

County-district number or vendor ID: 752913351

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	752913351	Boys & Girls Club of Trinity 100 West San Jacinto, Trinity, TX 75862 David Lavassaur-936-594-0778	0	1-12	150	25
2						
3						
4						
5						
6						
7						
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	752913351	Boys & Girls Club of Trinity 100 West San Jacinto, TX 75862				1-12	150	25				
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		09/01/2021		12/19/2021		14						
Spring Term		01/10/2022		5/31/2022		18						
Summer Term		06/07/2022		08/07/2022		8						
Total number of weeks:						40						
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			3:00	8:00			3:00	8:00	7:30			5:30
Tuesday			3:00	8:00			3:00	8:00	7:30			5:30
Wednesday			3:00	8:00			3:00	8:00	7:30			5:30
Thursday			3:00	8:00			3:00	8:00	7:30			5:30
Friday			3:00	8:00			3:00	8:00	7:30			5:30
Saturday												
Sunday												
Total Hours Per Week:	25				25				50			
Adjunct Sites, If applicable (site name and full address)	N/a											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Youth basketball on Saturdays from 1/10/2022 – 2/28/2022 Other community events											
Parent/Legal Guardian Activities	Parent Meetings on Tuesday nights 6:00 p.m. 2 events for parents and kids(Date TBD) Parenting classes offered once a month.											

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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<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													
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													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<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 #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<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 #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<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 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<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 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												