



**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 Misti Potter Date: 2021.01.21 13:36:43 -06'00' Date

Grant Writer Name Signature Digitally signed by Gary Lee Frye EdD, GPC Date: 2021.01.19 11:34:24 -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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Due to COVID-19, there is a need to improve student learning loss through experiential learning that are TEKS specific, engaging, and integrated with other disciplines. <ul style="list-style-type: none"> • other disciplines. | BGCCA will collaborate with each campuses leadership team to provide experiential learning opportunities that address specific learning loss TEKS provided by the campuses. |
| MISD requires pre-CCMR (College Career Military Readiness) understanding and skills for their scholars along with acceleration of students' missing subject- grade-level TEKS. | BGCCA provide OST experience with MISD's abilities to evaluate student TEKS/pre-CCMR needs to develop activities/services that are designed to meet student and family needs. |
| Increase student attendance and understanding of effective SEL (Social Emotional Learning) skills of scholars at the middle school grade levels. | BGCCA will collaborate with each campus to indentify scholars with attendance and social and emotional difficulties. Activities will be provided in OST to increase student attendance and SEL skills. |

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.

By July 2021, 6th-8th grade scholars at Decker Middle, Manor Middle, and Manor New Tech Middle Schools participating in BGCAA OST will achieve the following on the Reading and Math STAAR exams: 70% Approaches and 35% Meets. Each campus will have 150 scholars participating in BGCAA OST. To accomplish this, meetings will take place once a six weeks to review scholars attendance, review campus/district assessment data, review specific TEKS, and discuss OST activities that includes the incorporation of current information.

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

1) With announcement (pre-July) post job/program openings and develop summer schedule 2) Include this program in BGCAA & MISD planning to promote and promote sustainability 3) Develop 'Kick-Off Afterschool Summer Learning' town-hall program 4) Finalize policies & procedures 6) Provide local media outlets with press release 5) Use Year End Assessments of Academic progress from MISD to develop initial academic acceleration programming 6) Develop links between partners for joint communication plan 7) Develop plans for regular afterschool programming for fall of 2021 starting in August. (Benchmarks developed for the first nine months using 21CCLC Blueprint as reference w/day-to-day outcomes for joint program)

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1) Use survey & academic data to provide formative evaluation of program 2) Provide community & other stakeholders data along with input to any other changes to improve the program 3) BGCAA & MISD leadership meet with grant staff to determine any changes to the program 5) Develop pre-Benchmark plans to determine student missing grade-level TEKS focused on aiding all students in meeting STAAR/EOC testing requirements 6) Student / parent input to enrichment activities that they would like to see added 7) Prepare for mid-year review of meeting SMART(IE) goals 8) Determine additional needs of traditionally underrepresented student population allowing for greater equality of serving all students in cultural competent manners.

Third-Quarter Benchmark

1) Spring Semester 'Kick Off' to integrate this program into MISD's CIP/DIP (Campus/District Improvement Plan) and BGCAA's improvement planning 2) Use the input from the Fall to increase offering design to meet student needs to increase student attendance 3) Begin planning for year-end survey for summative evaluation of the first year of the program 4) Grant staff meet with BGCAA & MISD staff to develop and then present program plans to increase effective acceleration and SEL programs while increasing social justice and equability for all groups 6) Plan for the last quarter of the first year by having formative evaluations 7) Determine if additional providers are needed to meet a full summer program design.

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.

BGCAA & MISD will integrate the data from this program into their current formative and summative evaluation systems based on the SMART(IE) goals. Inclusion & Equability for all populations of students will be a part of this evaluation. This will include English Learners and special education populations so that all students have access to the program in manners that promote academic & SEL growth. The data will be will be used in manners that support the sustainability of the program that are effective for BGCAA in general and MISD for the three middle schools. MISD will further use the linking to its CIPs/DIP which are the driving force to its budgeting process for sustainability. We are working to seek other grants that can be jointly done which will increase non-traditional funding. All of these items are designed to use the grant to improve the capacity of all members to increase their abilities to better meet the academic / SEL needs of all student (Frye, 2005).

The formative measure will be done at least quarterly and will be used to determine the activities/services that are not having the desired outcomes. The items that are not producing the desired outcomes will be changed. Initially, weekly meetings will be held with BGCAA & MISD staff to provide anecdotal measures of the effectiveness of the completed items and any local changes that are needed. BGCAA & MISD will meet every 3-weeks, after progress reports are done, to determine if there are changes needed to reach the SMART(IE) goals. This will allow program improvements to be made in a timely manner. As we progress, the meeting-times may be lengthened, but the Director will meet with MISD more often than required. The summative state measures will be used in updating subsequent years of the program to assure that we can objectively show academic improvements. SEL will be done using similar methods.

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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.

A needs assessment survey was developed with input from district departments such as Academics, School Leadership, Advanced Academics, Fine Arts, Guidance and Counseling, CTE, Multilingual, Special Education, and Equity and Innovation. The parents of MISD middle schools and faculty/staff of each campus were given a 9-question needs assessment survey in addition to sample activities for Academic Assistance, Enrichment, Family & Parental Support Services, and College & Workforce Readiness from which to choose from as areas of need. Student input was obtained in a similar manner as well as anecdotal comments collected during classroom time. The survey was in English & Spanish. Local district/campus benchmark testing results and report card grades were used to provide additional academic data with input from campus administrators, campus/district instructional staff, and district leadership on students who are struggling with district identified Safety Net Standards. Safety Net Standards were identified by teams of teachers and/or curriculum coordinators as having great longevity and significance for student learning. When making instructional decisions, these items should receive the most attention. The SEL data is from attendance (face to face and virtual), discipline reports, and with input from each campus's staff on general methods to meet the social-emotional needs of the students and families (along with staff) that have occurred because of COVID-19 and other pre-virus SEL needs.

Upon review of the needs assessment data, all three campuses would benefit from targeted academic interventions, academic activities that include, but not limited to, computer literacy/science, educational and college field trips, advanced academic supports, social and life skills, college and career readiness awareness and workshops, and ESL, budgeting, and family counseling/supportive guidance for families. The three middle schools were identified due to struggling with the challenging state academic standards and high percentage of economically-disadvantaged (EcD) scholars. Each campus will have 150 scholars participate in BGCAA OST.

-Decker MS: 80.2% EcD, 67.8% Hispanic, 22.4% African American, 53.2% English Learner. On 2019 STAAR assessment, 64% met Approaches and 29% met Meets. Of the 694 currently enrolled scholars, 22% will participate.

-Manor MS: 74.6% EcD, 69.2% Hispanic, 20.6% African American, 47.4% English Learner. On 2019 STAAR assessment, 58% met Approaches and 23% met Meets. Manor MS is an Improvement Required campus. Of the 798 currently enrolled scholars, 19% will participate.

-Manor New Tech MS: 63.5% EcD, 60.4% Hispanic, 22% African American, 36.5% English Learner. On 2019 STAAR assessment, 73% met Approaches and 40% met Meets. Of the 740 currently enrolled scholars, 20% will participate.

In August 2021, each center will meet with BGCAA to review data to begin to identify scholars. At the 6 weeks meetings per center, academic, assessment, attendance, and discipline data will be reviewed for participating scholars and adjustments can be made with participants and programs. After each meeting, a summary will be sent that provides the families updates on the effects of the program. Through the use of our district-wide communication system and campus communication methods, updates concerning changes, additions, etc. to the program will be conveyed. Working families will know that their child is at school receiving acceleration and enrichment in a safe environment with staff that our committed to their child’s success. According to a Wallace Foundation report on OST benefits, McCombs, Whitaker, & Yoo (2017) state “In the opinion of the authors, OST programs for low-income students are worthy of public investment and should be funded at levels that support high-quality programming.”

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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.

BGCAA’s quality afterschool programming features five core program areas – Education & Career Development, Character & Leadership Development, Health & Life Skills, The Arts, and Sports, Fitness & Recreation, that provide scholars with the critical skills and information they need for success in school while they have fun. Our approach to OST programming through this comprehensive program model allows our agency and partnering districts to pursue objectives aligned with TEA statewide outcomes including: improved grades, fewer absences, fewer behavioral problems, increased promotion rates, and increased graduation rates. BGCAA also prioritizes college and career readiness programs, collaborating with institutions such as the University of Texas at Austin to provide mentors and college advocates for graduating seniors. We will align these items with MISD's pre-CCMR programs so that scholars enter high school with a greater understanding of how to plan for postsecondary education.

State Academic Standards

-Decker MS: 80.2% EcD, 67.8% Hispanic, 22.4% African American, 53.2% English Learner. On 2019 STAAR assessment, 64% met Approaches and 29% met Meets. Of the 694 currently enrolled scholars, 22% will participate.

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SMART Goal: By each quarter benchmark, 80% of scholars participating in BGCAA OST will demonstrate academic progress in reading and math exams. This will lead to meeting our summative SMART goal. MISD will provide local benchmarks, STAAR/EOC, teachers' daily assessments of learning, and measures from software programs on student learning to determine the gains in our scholars obtaining grade-level TEKS in the subject areas. These items are designed to provide objective and anecdotal data on the effects of the program on meeting academic needs. The students (parents with methods to support their child) will have programming that provides them with skills to take ownership of their learning using SEL. Any special population specific instructional needs will be integrated into this overall system so that all sub-groups benefit.

Attendance: For the 2020-2021 school year, our scholars have had the choice of attending in person learning or virtual. As of this grant submission, here are the Average Daily Attendance (ADA) percentage breakdowns plus In Person (IP) vs Virtua (V):

-DMS: 95.74% ADA, 44.8% IP, 53.82% V -MMS: 93.45% ADA, 31.45% IP, 68.42% V -MNTMS: 89.41% ADA, 30.27% IP, 69.59% V

Of the virtual learning scholars, 50% our struggling with attendance. This is impacting academic achievement as well as social and emotional well-being.

SMART Goal: By each quarter benchmark, 80% of scholars participating in BGCAA OST will demonstrate improved attendance rates that will culminate in ADA of 95% or higher. By being in attendance, this will support our summative SMART goal of scholars reaching Approaches and Meets on STAAR reading and math. Attendance will also be improved by having program that allows working parents to have a safe learning environment that allows the need for extend-day free programming. Thus, allowing these parents be at their job without worrying about their child(ren). The SEL items will be addressed in the afterschool setting by extending the social/emotional learning programs at

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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.

BGCAA will use their past experiences in operating 21CCLC grant to provide the following items: Tutoring - Academic Case Management consists of BGCAA Academic Success Coordinators (ASC), under the direction of Club supervisors and the Director of Academic Success, identifying at-risk students by communicating with school staff, assessing identified students, then developing a case plan which includes services to address student academic needs. The ASC will provide academic interventions in the form of individualized tutoring, character development through mentoring, and will act as a bridge for families between school day and after school academic success. Based on the previous success of this program, (most recent data gathered through BGCAA shows 94.3% of ACM youth improved one letter grade in core subject areas, and 97% of participants have a higher attendance rate than non-ACM youth) at least forty-five youth will be identified for participation at all sites included in this proposal, a 50% increase from thirty youth identified during BGCAA's previous funding cycle. ACM will not be offered during the summer.

STEM - BGC Double A STEM and CODE Academies, will introduce members to technological concepts, devices, and programs which encourage them to participate in STEM fields such as programming, coding, and design. BGCAA's STEM Academy was recently rated at 94% by external evaluators utilizing Dimensions of Success, a validated research tool funded by the National Science Foundation and developed by the PEAR Institute at Harvard.

Reading and English Language Arts - Examples of program activities designed to improve core subject grades in reading include Book Clubs in Spanish and English, Read it and Eat it, a small-group reading activity paired with an enjoyable incentive of sharing food described in the narrative (ex: The House on Mango Street), and Comic Book Club, a program specifically requested by elementary-aged youth.

Social Studies - Cultural awareness programs such as Around the World will be utilized to discuss current events, historical inequalities such as institutional racism, and future sustainability issues such as global climate change. Additionally, Healthy Habits cooking classes focused on preparing foods from different cultures will be an intricate part of our enrichment activities and have been proven to excite and engage students and families in math (measurements), nutrition education, and cultural sensibilities.

Fine Arts - Fiber Arts in Action designed for young adolescents, combines a large variety of textile skills, including knitting, sewing, paper-making, and crocheting. Scattered Surfaces is the latest visual art curriculum for teen participants. Based on student interest in surrealist design, this curriculum focuses on making art approachable, while still utilizing technical and age-appropriate challenges.

Environmental Sciences - Project WILD is a TEKS-aligned wildlife-focused conservation education program for K-12 students. It is organized into topic units with activities that help students become aware of the wildlife we share our environment with and invites them to think about what we can do to protect them. Topics include ecological knowledge, social and political knowledge, and sustaining fish and wildlife resources.

These efforts will be linked to MISD Academics Department staff so that across the three middle schools, the regular day instruction will be mirrored in these afterschool/summer activities. This will assure that all grade-level & subject-area TEKS are addressed. Furthering assuring that MISD's Academics and BGCAA 21CCLC programming complements each other to have clear extension of the regular school day in afterschool. The Tutoring responds to parental concerns of having homework assistants. The above BGCAA items have been shown over several cycles and locations to meet grant and school objectives in ways that promote increases in academic performance of the students. The SEL items will use MISD's current systems to assure the connection between the regular school day and afterschool on the development of these skills by our scholars.

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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

BGCAA and MISD met to determine if this partnership would further the missions of both organizations. It was determined that BGCAA's experience in developing afterschool systems of services/activities would allow MISD to accelerate their ability to meet the new needs that COVID-19 have caused in addition to general needs that were in their CIPs/DIP. The joint efforts would allow MISD to have world quality services in a much more accelerated manner. The partnership is allowing other infrastructural improvements. Examples are as follows. BGCAA system of developing community programs to engage families will aid MISD in extending its elemental family engagement program into the three middle school grades. The addition of three campuses to the nine elementary will give 12 of the 17 campuses of MISD a family engagement system to make our schools more welcoming. This will promote increased equability of services to all sub-groups. MISD is using its Grants Office to seek more funding related to the 21CCLC concepts so that both organizations have more resources designed to meet their missions.

The use of MISD's CIP/DIP systems allows the activities/services from the 21CCLC program to be integrated into the regular instructional and tax-based funding so that sustainability of the program is created in a manner that goes beyond any one grant's funding. The afterschool programming related to SEL allows student-leaders to practice positive life choices. Since we are planning to include traditionally underrepresented students, all students will have greater experiences with these groups to promotes understanding, acceptance, and knowledge. By having these groups integrated, better methods to solve problems can be found. This is why we are using SMART(IE) goals so that Inclusive, Equitable, and Social Justice concerns can be addressed.

With the focus on underrepresented groups, the grant would allow for software and materials purchases that are unique to our subgroup needs and beyond our normal Academics budgeting. In similar manner, the center grant staff will be able to request items related to unique needs that students attending the program have that are not addressed in standard curriculum state provided books. The family engagement staff member will head a new service for all members to increase the linkages between home and school to increase the abilities of families to understand and support their children's learning and CCMR (College Career Military Readiness) goals in terms of pre-CCMR knowledge designed to help the middle school student start their career selection. This shows the additional infrastructure that the funding of this proposal will bring to the partners that is not possible without the initial resources that this grant brings.

With 150 students per center instead of 100, we have budgeted increased amounts for instructional items selected by both BGCAA & MISD. These extra funds will allow the two organizations to create more infrastructure that will support the sustainability of the the program. Further, staff development will be for members of both organizations with the concept that this will increase their ability to blend the 21CCLC concepts into each partner's

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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.

At the core of these programs is Project Learn, an instructional strategy which is research-based and has been shown to boost the academic performance of participants. Project Learn combats school failure by providing extended time with school-related skills and information while providing an environment that values and honors academic success and rewards learning. In addition, Project Learn encourages and supports parent and other adult involvement. Through the proposed program, BGCAA staff will implement academic intervention strategies and academic case management that targets each school's most academically-unsuccessful students, while supporting school-wide academic improvement with a variety of enrichment activities available to all students. BGCAA has used its experience from multi-cycles of the 21CCLC to provide evidence-based changes that have resulted in the system of program activities/services that will be used in the program at MISD's middle school campuses. A 10-year study conducted by the Harvard Family Research Project reveals that high-quality programs and activities aligning to school-day learning deliver positive outcomes related to high attendance rates, low discipline referrals, and on-time grade promotion (Little, Wimer & Weiss, 2008). On-time grade promotion, consistent attendance, and positive behavioral traits such as a positive attitude, resilience, and teamwork, have been shown to positively affect graduation rates for youth at-risk of dropping out (Suh & Suh, 2007). Additional research-informed programs include BGCAA's S.M.A.R.T. programs, (Skills Mastery and Resistance Training) which are nationally-recognized prevention programs that help young people resist alcohol, tobacco, and other drug use, as well as premature sexual activity. These programs are based on two rigorously tested curricula: Life Skills Training (Gilbert Botvin, Ph.D., Cornell University) and Project SMART (William Hansen, Ph.D., University of Southern California). Pre-CCMR skills are being done by linking MISD's programs to the afterschool program to allow the middle school students to start their path to selecting career interests. This will allow the 8th graders to select their CTE/Academic pathway to be used

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.

MISD's transportation department with work with the grant staff and campus leadership to expand the current bus-based transportation system to allow for late-bus and summer transportation to assure that all students can have the ability to attend the program. Parents who provide transportation to their children will be provided with scheduling notification using MISD's current notification systems. This will assure that everyone is aware of any changes to program times that may be caused by weather or future virus issues.

Grant staff and MISD district leaders, with input from the campuses, will determine if changes are required so that we are on track to meet regular attendance projects at each of the campuses of 150. This will assure that we meet grant requirements while having the greatest impact on all sub-groups of students so that our SMART(IE) goals can be met in an equitable manner that does not exclude students who might have transportation issues.

MISD transportation general needs come from the district moving from rural to urban areas. Items like side-walks, public transportation, etc. have not been developed for all the new sub-divisions that are being built. This is because of Manor being the 7th fastest growth area in USA in 2018 (<https://www.kvue.com/article/news/city-of-manor-in-national-spotlight-ranked-top-ten-fastest-growing-suburb-in-america/269-574978282>). Parent input includes that they needed the program to have their children in safe learning environment later in the day. This is due to increased traffic that this growth has brought which has made the travel time from work to home much longer. The combination of bus / parent pick-up methods of transportation will allow the 21CCLC program to either move the pick-up time for parents to times when the traffic is lower and the late bus system will deliver scholars to their pick-up/drop-off spot nearer to when parents are returning from work.

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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.

All programs are being done at MISD buildings that meet ADA (Americans with Disabilities Act) requirements for access and are known location for our stakeholders. If any adjunct sites are used for special programs, it will be selected based on meeting ADA requirements or that accommodations can be made for students/parents. The information for the parents, scholars, faculty, and community began with the needs assessment survey telling them that we were developing a proposal to seek funding along with activities/services that we had proposed for the major areas of Academic Assistance, Enrichment, Family & Parental Support Services, and College & Workforce Readiness. This gave our stakeholders a way to have input into the overall program being developed. When we receive announcement of being selected for funding, we will develop a Press Release describing the overall program, methods to help with the efforts, and the location of programs. This will allow more people to see that we have built a consortium that is in multi-locations. This will allow more community stakeholders to be informed that we have a much larger impact on the region. With our focus on Inclusion & Equability for all populations of students in the SMART(IE) goals, we will develop systems to extend access to all sub-groups even if their access requirements are not-traditional ADA items. We believe that these items will align to cultural methods of engagement that are competent. We will ask in a program start-up survey "Are then any items, activities, or ways of doing things that might keep your child from attending the program?" so that any issue a family might have can be addressed in the start-up phase from announcement of the award until July 1 start date. AVID journals will be used to send at least monthly updates home with all the students. Copies of newsletters will be in each of the campuses offices so community stakeholders can also be informed. This system is used by

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

The first system of coordination is that MISD's District Grant Writer is writing the proposal. This allows MISD's "Program of Grant Writing instead of Writing a Grant for a Program" to be done in a manner that the partnership is increased for both organization's ability to achieve their missions in a manner that builds the infrastructures for both. This system is allowing the partners to have abilities to meet all students' needs by having grant funded programs that look to sustainability beyond any one grant. MISD is linking Title 1 and related programs aligned to its CIP/DIP in terms of integration of the afterschool and district goals. BGCAA is using their overall systems of creating additional community services in a similar manner. MISD is using various COVID-19 reimbursement of technology platforms to increase our abilities to have remote instruction, which will be blended into this program. We are also using MISD's two foundations to allow ways for stakeholders to donate to the operation of the programs. This allows the community to have a direct method to support our afterschool program. The blending of the various compensatory programs with grants funds allows for items to improve instruction while meeting other needs to be done both in short- and long-term. The short-term goal is to have at least 70% of campus' students coming to the at least one day of the afterschool program. We believe that once students come and see both academic and fun activities, they will be more likely to become regular attenders. The intermediate-goal is to have at least 95% of the project attendance rate achieved by spring break so that summer has great increase on the dosage. The long-term goal is to build the afterschool successful items into the CIP/DIP so that at the end of the 5-years, many aspects of the program are sustained. The above items will allow student academic achievement to be increased because we will focus on missing TEKS and enrichment activities that enhance students' hand-on understanding of these skills. The teachers

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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.

The first method of continuing the successful aspects of the program is building these items into the CIP/DIP of MISD and the yearly budgeting process of BGCAA. The CIP/DIP is how traditional resources are budgeted. This assures that these items have a funding source that is not dependent on grants. The second method of continuing the program is to seek other grant resources from state, federal, and foundation resources in ongoing proposal development. This will allow more of the program to be sustained. The third method will be the inclusion of the families so that they understand the benefits of afterschool and thus would be willing to pass future tax increases or donate to keep the program. All of these approaches build on the success of afterschool to show our stakeholders that the return on investment warrants additional taxes or grant writing efforts.

The infrastructure of all the partners will be increased because each partner will retain ownership of grant funded real property items. This means that beyond the staffing, all grant items will be available beyond the life of the grant. Since schools use materials for very long times, these purchases will be available for the teachers and students to allow for extra academic and SEL activities/services to be done as a part of the teachers' access to these materials.

The use of the "Program of Grant Writing" developed by Dr. Frye allows for ongoing funding linkages to be developed (Frye & Revis, 2001; Frye 2002, 2003, 2004, 2005, 2007, 2008, 2009). This allows for a blending of BGCAA & MISD systems of seeking non-traditional funding sources to be enhanced to develop funding systems directed to the 21CCLC program (e.g. MISD's two foundations, BGCAA's fee system once grant ends, Linkages to other grants like New Teacher Mentoring, Development of 21CCLC Stakeholder Advisory Board to provide additional

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)

Dr Frye has had a history of having volunteers working in the 21CCLC programs ranging from community stakeholders to students at a university coming as a part of the coursework. Further, MISD's PIE (Partners In Education) program has a long history of having many community partners who work on various campuses. Because of this, we have developed volunteer training that provides dressing norms, interaction with student outside of center, methods of classroom management, etc. that have shown to be effective in creating a wide age range of volunteers who can bring their experiences to the overall activities/service for the program. This system of inclusion further builds general community support for the program because more stakeholders have real experiences with the positive effects of afterschool. We pre-screen people wishing to volunteer for the program by having an introductory meeting where items that could disqualify are explained, the norms that we will expect them to follow, and the dangers in making to close of a connection with students along policies/procedures that govern interactions (e.g. why one should never use a personal car to drive a student home with insurance regulations, other appearance aspects, etc.).

The background checking will be done using the district's current Human Capital system so that a full report is obtained for each person that is on campus. The volunteers will be informed of this requirement along with the items that would result in them not passing the check. We will have some 21CCLC to offset these costs but the district will provide these checks as an in-kind match because they have systems in place to do checks as a course of normal operations.

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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 scholars at the program will be asked quarterly if they would like to see any other enrichment activities or if they have unmet academic needs. This will encourage the students to come to the program because they will understand that they can have their new needs met within the overall afterschool programming. We will engage the parents in a similar manner so that they will see they can request new activities/services with the centers will attempt to do them. The parents than see the program as meeting more of their family's needs which will increase their willingness to have their children in the program.

We will use 3-week meetings with teachers to seek referrals of scholars that the TEKS/classroom assessments show are having issues in meeting course requirements. This will assure that scholars who need acceleration are informed about afterschool along with having services designed to extend the teaching of the concepts that they have not obtained. This allows for the afterschool program to be used in a manner that does not have negative impressions (e.g. having to go to summer school and pass if want to be promoted). The scholars referred to the program will see other students who choose to come and the fun enrichment activities. This will allow these targeted scholars to get help in manners where they are with other students who they know are not required to be there making attendance a non-negative. We believe that within the afterschool program we can have different ways to provide instruction of the TEKS. This will allow the 21CCLC program to address different learning style which will aid all sub-groups having their needs met in a more inclusive and equitable manner.

We believe that the use of student-input that improves the services in a manner that our scholars see that their needs are being met will allow the goal of 150 regular attenders to be met towards the end of the Spring semester

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 surveys and CIPs/DIP with BGCAA history of 21CCLC provides the data for the develop of the SMART(IE) goals. We developed scheduling of days/weeks/months around the current campus calendar. This allows the days of afterschool and summer to align in a manner to promote the maximum attendance of students. This is because we are not scheduling times that overlap other school/community events where students would not want to come to the afterschool program. These considerations, along with staffing & resource needs, compliment the history of having multi-cycles of funded 21CCLC program by both partners or their staff. We used the partners' needs and lead roles in services in developing center specific scheduling and specific materials purchased. This is designed to allow for a partner to be able to provide Professional Development (e.g. New Techer Mentoring Grant) designed to increases the ability of the people doing the 21CCLC activities to meet the needs and improve outcomes for our scholars.

The creation of family engagement position will allow us to make our middle school campus more welcoming and give the parents increased abilities to provide support to their children's pre-CCMR life outcomes. This will promote the community owning the 21CCLC program and increase their willingness to donate their time and funds to the program. Additionally, since parents are their child's biggest advocate (Stanley 2020; <https://www.nagc.org/blog>) we will have a non-traditional partner (e.g. parents) who have a best understanding, desire, and permission to hold each partner to higher standards. Coupled with the Inclusive and Equitable aspects of our goals, we will also increase our ability to reach more traditionally underrepresented groups of students.

We are proposing a budget that gives us a framework for doing the activities which builds in ways to have resources that respond to needs that have yet to be expressed. This is another manner that we assure that measures of effectiveness and student service targets while maintaining center-level quality are met because we

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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" value="450"/> |
| 2. Enrollment in 21st CCLC of students attending participating private schools | <input type="text" value="0"/> |
| 3. Total 21st CCLC program and participating private school students (line 1 plus line 2) | <input type="text" value="450"/> |
| 4. Total year 1 proposed grant budget for serving students in all centers | <input type="text" value="536,820"/> |
| 5. Applicant reservation for required staff payroll. | <input type="text" value="444,162"/> |
| 6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5) | <input type="text" value="92,658"/> |
| 7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3) | <input type="text" value="206"/> |
| Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2) | <input type="text" value="0"/> |

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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. | Site Directors- 3 fulltime | \$167,046 |
| 2. | Coordinator of Family & Academic Engagement-1 fulltime | \$56,245 |
| 3. | Project Director- 1/2 time share role for BGCAA | \$25,000 |
| 4. | Youth Development Professionals-15 part-time working with MISD scholars | \$128,292 |
| 5. | Program Specailists-3 part-time focusing on data input and overall planning -part Admin | \$67,579 |

Professional and Contracted Services

| | | |
|-----|--------------------------------------------------------------------------------------|----------|
| 6. | Contracted Services with Manor ISD for review of effects on scholars | \$9,000 |
| 7. | Vendor Agreements-College and Career vendors to increase pre-CCMR scholar knowledge | \$10,000 |
| 8. | Family Engagement Classes on ELS, Cooking, and related items to address campus needs | \$5,000 |
| 9. | for above items BGCAA is in the development stage for some of these items | |
| 10. | | |

Supplies and Materials

| | | |
|-----|------------------------------------------------------------------------------------------------|----------|
| 11. | Program Supplies - consumables | \$35,000 |
| 12. | Instructional material - MISD curriculum items for sub-groups as ELS, EL, SpEd, etc. | \$5,000 |
| 13. | Platforms for grant staff to allow for presentations, reporting, and related items using tech. | \$6,500 |
| 14. | | |

Other Operating Costs

| | | |
|-----|-----------------------------------------------------------------------------------------------|----------|
| 15. | Training Costs and Conferences (e.g. ACE state conference, Beyond the Bell, etc.) | \$10,000 |
| 16. | MISD based indirect costs with only part requested \$7,158 instead of the full amount - Admin | \$7,158 |
| 17. | BGCAA general administrative costs - Admin | \$5,000 |

Capital Outlay

| | | |
|-----|--|--|
| 18. | | |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

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 | 227907042 | Decker Middle School 8104 Decker Ln, Austin, TX 78724 512-444-7199 | 4 | 6-8 | 150 | 50 |
| 2 | 227907041 | Manor Middle School 12900 Gregg Manor Rd, Manor, TX 78653 512-444-7199 | 4 | 6-8 | 150 | 50 |
| 3 | 227907043 | Manor New Tech Middle School 12116 Joyce Turner Dr, Manor, TX 78653 512-444-7199 | 4 | 6-8 | 150 | 50 |
| 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 | | | | | | | | | | | | |
| 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 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 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 | | | | | | | | | | | | |
| 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 | | | | | | |
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| 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 | | | | | | | | | | | | |



Manor Independent School District

10335 US Highway 290 East, Manor, Texas 78653
512-278-4000 | www.ManorISD.net | [@ManorISD](https://twitter.com/ManorISD)

January 21, 2021

To Whom It May Concern:

It is with great pleasure and honor that on behalf of the Manor ISD Board of Trustees, we submit this letter of support for the Boys & Girls Club of the Austin Area (BGCAA) 21st Century Community Learning Center (21st CCLC) grant. This grant application provides an intentional focus on Manor ISD's three middle schools; Decker Middle School, Manor Middle School, and Manor New Tech Middle School. With the potential learning challenges that our scholars are facing and will face due to the pandemic short and long-term, Manor ISD is looking for innovative partnerships to provide community-based services that will provide our scholars targeted learning acceleration.

As Manor ISD embarks on our strategic planning process that will begin July 1, 2021-June 30, 2025, we have identified six pillars and the following three will align with our BGCAA partnership: Academic Achievement Gaps, Equity and Innovations, and Community Engagements. A component of the strategic plan is Out-of-School Time (OST) learning for scholars and families. Manor ISD is fortunate to partner with other quality organizations that provide added supports to our scholars and families. Through the funding of the 21st CCLC grant, it will serve as an important component of our overall strategic plan to ensure scholar, staff, parent, and community success.

In closing, the vision and mission statements for Manor ISD and BGCAA demonstrate aligned purposes for working with scholars. Our vision statements focus on graduating scholars with a plan for their future and ready to be leaders in their community. Our missions are to ensure that our scholars reach their full potential. Through the partnership with BGCAA, we can collectively prepare our scholars to be academically successful, productive and caring citizens, and demonstrate perseverance despite any life obstacles. On behalf of our scholars, staff, parents, community members, and the MISD Board of Trustees, we appreciate your consideration of BGCAA's request for the 21st CCLC grant to further enhance Manor ISD.

Sincerely,

Monique Celedon
MISD Board of Trustees President, Place 6