



**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](mailto:competitivegrants@tea.texas.gov)

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

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

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

**Amendment Number**

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

**1. Applicant Information**

Name of organization: The Salvation Army, A Georgia Corporation for the Salvation Army Boys and Girls Club of Beaumont

Campus name: Beaumont CDN: 123910 Vendor ID: 58-0660607 ESC: 5 DUNS: 042029533

Address: 2350 IH-10 City: Beaumont ZIP: 77703 Phone: (409)8962361

Primary Contact: Renekia Ward Email: renekia.ward@uss.salvationarmy.org Phone: (409)8962361

Secondary Contact: Helen Shaw Email: helen.shaw@uss.salvationarmy.org Phone: 2149566213

**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: Ronnie Raymer Title: ED Email: ronnie.raymer@uss.salvationarmy.org

Phone: 214856001 Signature: [Signature] Date: 1/21/21

Grant Writer Name: Helen Shaw Signature: [Signature] Date: 1/21/21

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
Amelia EL and Vincent MS are Priority Schools with Improvement Required 2019 Accountability Rating. 49 percent of students are behind the state average on the STAAR tests.	SABGCB provides evidence and research-based programming in areas of need aligned with Texas Essential Knowledge and Skills (TEKS) including: Project Learn: High-yield learning activities (HYLAs), Power Hour (homework help), and Summer Brain Gain (summer learning program).
Social Emotional Needs (SEL): According to the Campus Improvement Plans, disciplinary referrals (outbursts, missed homework) have increased by 30% at Amelia and 23% at Vincent.	SABGCB provides SEL programs including Meet Up Buddy Up, #GirlStrong and Healthy Habits that will empower students to achieve their goals.
Family/Parent Needs: Working families need safe and low cost or no cost, positive environments where children can go for tutoring, mentoring and SEL support.	The goal of SABGCB is to provide quality programming of little to no cost to families. The ability to do this is through fundraising and advocacy.

**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 the end of the 2021-2022 school year, 70% of 21st CCLC students who meet the attendance requirement will show improvements in academic, SEL and family support outcomes as prescribed by measurement tools. Measurements will include test scores in reading and mathematics, minor disciplinary incidents and referrals, school attendance and grade promotion.

**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**

- 30% of program participants will be identified and will demonstrate understanding of core competencies to increase student engagement in learning, as measured by attendance at parent meetings and surveys.
- 20% of staff training, in service and school alignment as it pertains to academics will be achieved.
- 10% of community volunteers will be identified and trained to support community roles and logistics. Mentoring of students will begin and background checks of volunteers will be complete.
- 25% of attendance requirements for program operation will be met in accordance to the minimum dosage required.

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**6. Measurable Progress (Cont.)****Second-Quarter Benchmark**

40% of program participants will be identified and will demonstrate understanding of core competencies to increase student engagement in learning, as measured by attendance at parent meetings and surveys.

70% of staff training, in service and school alignment as it pertains to academics will be achieved.

30% of community volunteers will be identified and trained to support community roles and logistics. Mentoring of students will begin and background checks of volunteers will be complete.

40% of attendance requirements for program operation will be met in accordance to the minimum dosage required.

40% of CCLC participants will show improved academic achievement and social emotional learning (emphasis on tier three students) as measured by initial assessment from external evaluator and CCLC assessor.

**Third-Quarter Benchmark**

70% of program participants will be identified and will demonstrate understanding of core competencies to increase student engagement in learning, as measured by attendance at parent meetings and surveys.

90% of staff training, in service and school alignment as it pertains to academics will be achieved.

60% of community volunteers will be identified and trained to support community roles and logistics. Mentoring of students will begin and background checks of volunteers will be complete.

65% of attendance requirements for program operation will be met in accordance to the minimum dosage required.

75% of families of program participants will demonstrate understanding of core competencies to increase student engagement in learning, as measured by attendance at six parent meetings and completing three family fun nights

**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.

SABGCB will contract a third-party evaluator to provide formative and summative assessments of the ACE programs under the ethical codes established by the American Evaluation Association. This evaluator has previously measured ACE programming as a Project Director (PD) for 21st Century CCLC for the past 10 years.

The formative evaluation will focus on assessing ACE programming's nature and implementation. Data will be collected three times a year: prior to program start, at mid-year and upon program conclusion in the Spring. The evaluation will measure program outputs including: site operations, students served, and staff training. Data sources will include: administrative records (e.g. program enrollment and attendance data), student performance measures (e.g. reading level and report cards, disciplinary referrals, grades, on-time grade advancement; and AR performance assessments); student and parent surveys (English and Spanish). At the mid-year, an interim evaluation report with results to date will also provide recommendations for any program improvements. This report will be shared with the PD and Director of Operations, who will lead the continuous quality improvement process. In addition, the Youth Program Quality Intervention (YPQI) system will be used quarterly to monitor program operations and quality. Bi-annually, an internal Youth Program Quality Assessment (YPQA) will be administered via a trained external assessor.

Evaluation questions and related measures and indicators will guide the summative evaluation component in examining whether ACE Program participants: 1) Meaningfully improve their academic performance (attendance, grades, STAAR assessment score, appropriate reading level, and/or attitude toward school); 2) Exhibit improved behavior, social skills, and interactions with teachers and their peers (including conduct in school or discipline referrals); 3) Have an improved sense of belonging, safety, self-efficacy, and encouragement from family members; 4) Have parents who gain an improved understanding of how to support their learning at home.

Quantitative and qualitative data will be used to answer the summative evaluation questions, including: administrative records, student performance measures and student, teacher and parent surveys. Wherever possible, validated survey tools developed by the Texas ACE will be utilized.

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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.

SABGCB worked with Beaumont Independent School District (BISD) to conduct a thorough needs assessment consisting of school and community level data. A survey was administered to students, parents and teachers in English and Spanish at each school. This survey included an objective analysis of 2018-2019 Texas Academic Performance Reports (TAPR), Campus Improvement Plans, U. S. Census demographic data and crime statistics.

After a comprehensive review of the data, we designed the proposed Centers to address three overarching needs: academic, social emotional, and family and parent needs. The two proposed Centers at Amelia ES and Vincent MS have student populations struggling with high rates of poverty, high disciplinary rates, low STAAR test scores, a high rate of at-risk students, a high mobility rate and a high rate of students who need social emotional support. Our research indicates that both schools will benefit from targeted academic interventions and research-based strategies to promote holistic improvement. In partnership with the two entities, the recruitment focus will be on Tier 2 and Tier 3 students. Furthermore, working family households will take priority recruitment. The process will utilize school teacher recommendations of students who are in need.

Academic Need: both Amelia EL and Vincent MS are identified by TEA as Priority Schools given their status as F schools. Both have an Improvement Required 2019 Accountability Rating. The STAAR data from 2018-2019 School Report Cards shows that over half of students are falling behind the state proficient rate of 78% for elementary and middle school students in all subjects.

With the higher-than-average rate of economically disadvantaged youth (well above 80% at both campuses compared to the state rate of 60.6%), the need for intervention services (PRC) Region 5 assessment given that young people in the region start drinking alcohol at an average age of 12.8, and more than 40 percent of young people engage in underage drinking.

Family/Parent Needs: U.S. Census data (2019) found only 85.6% of adults 25 years or older in Beaumont are high school graduates and only 24.1% have a Bachelor's degree or higher. As a result, parents are often unable to assist their children academically and less likely to participate in school activities. Per the US Bureau of Labor Statistics, the unemployment rate for September 2020 was 12.5%. Due to parents working in dual income households, we will focus our efforts to provide resources for families through tutoring and additional assistance to support families

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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.

The proposed ACE program activities are linked to the research-based strategies described in section 9.3 and are designed to impact the stated program objectives.

**Power Hour/Homework Help:** Students will work on homework for at least one hour daily in a safe, quiet, allocated space, with support from staff and volunteers. Power Hour directly improves students STAAR tests and GPA while indirectly increasing attendance, student engagement and positive behavior through cultivating relationships with SABGCB representatives. Power Hour will increase academic performance by increasing homework comprehension of 70% of the students in the CCLC by the end of Year 1.

**Project Learn: High-yield learning activities (HYLAs):** Students will apply what they learn in the classroom in fun and engaging ways. HYLAs are intentionally designed and continuously improved by school day teachers to provide students with hands-on, interactive activities that directly link to academic improvement represented in a 70% increase of GPA and state testing scores. By engaging the students in matters that are fun to them, Project Learn increases student's willingness to participate by 75% and daily attendance by 70% by the end of Year 1.

**Tutoring:** Students who struggle in core subjects, including English Language Learners (ELL), will receive additional support through small-group and one-on-one tutoring by certified teachers. SABGCB utilizes certified teachers as a proven way to increase academic success and STAAR performance gains of 70% by the end of Year 1.

**Targeted Literacy Activities:** Students who need targeted literacy support will use Accelerated Reader (AR), a hybrid literacy platform to provide powerful in-person reading instruction in fluency, vocabulary, and comprehension that is individualized, adaptive, engaging, and most importantly, effective. Within the AR, students will access a library of algorithmically-recommended custom texts using the Fountas & Pinnell grade-level benchmarking standards that ensure students are paired with the right instructional content. Programs will focus on guided {with a trained adult} one-on-one and small group reading; literacy games; and activities to build students' phonemic awareness, phonics skills, reading fluency, vocabulary, and text comprehension leading to an increase of reading comprehension gains of 70% by the end of Year 1.

**Summer Brain Gain:** Students will participate in BGC's research- and evidence-based summer program Brain Gain, which consists of a series of 18 hands-on, project-based learning modules that provide real-world experiences and promote the voices of youth. Exercises increase students' success in subjects {reading, writing, math, and STEM}, the arts, social emotional learning, and team-building by 70% by the end of Year 1. The Summer Brain Gain program will be further enhanced through a week-long Camp Hoblitzelle STEM camp, where students will engage in science, engineering and coding principles that align with school standards.

**Service learning:** Students will be motivated and inspired to take leadership roles and learn valuable communication and project management skills through service-learning projects. By taking leadership roles, students will increase their engagement in SABGCB programming by 75% by the end of Year 1. Students will be guided through a process in appreciative inquiry to identify a problem in their community and then work together to develop an action plan and lead the project forward using tools and resources provided by the ACE program.

**Meet Up, Buddy Up:** Students will receive age-appropriate series of interactive lessons that empower students to identify and choose actions that help them achieve their goals and be responsible community members. Meet Up, Buddy Up is an evidence-based CASEL SElect program that increases student engagement in learning by 75% and increases positive behavioral skills gained of 70% by the end of Year 1.

**Triple Play:** Students will participate in the Triple Play program which features three components: 1) Healthy Habits engages youth in nutrition education and cooking activities. 2) Fitness Challenges engage youth in fun, non-competitive fitness games and tournaments. 3) Social Recreation helps youth build skills in cooperation, sportsmanship, and conflict resolution while enjoying games together. By creating an environment that cultivates community, Triple Play will increase student attendance by 70% and student engagement by 70% by the end of Year 1.

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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.

The proposed ACE program model consists of three research-based strategies - academic support, positive behavioral support, and parent engagement. These strategies are designed to impact the following objectives and performance measures:

**Academic Support:**

SABGCB's academic support strategy is underpinned by three BGCA research-based programs, which are specifically focused on areas of need and aligned with Texas Essential Knowledge and Skills (TEKS): Project Learn: High-yield learning activities (HYLAs), Power Hour (homework help), and Summer Brain Gain (summer learning program). Project Learn is based on the research of Reginald Clark, who found that there is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities (2002) including leisure reading, writing activities, discussions with knowledgeable adults, helping others, homework help, tutoring and games that develop young people's cognitive skills. Project Learn also emphasizes parent involvement as well as collaboration between Club and school professionals.

To mitigate summer learning loss, ACE Center will offer Summer Brain Gain, which engages students in fun project-based learning that reinforces skills in reading, writing and math. Furthermore, SABGCB will implement a multi-tiered approach to improve academic success, which provides targeted academic support to students according to their skill level using STAAR benchmark data, through small group or one-on-one interventions to students from certified teachers. Our academic support strategies also include the use of educational technologies, such as Accelerated Reading and STEM project-based learning opportunities, as well as school day interventions that include in class assistance and set tutoring hours.

**Positive Behavioral Support:**

Positive Youth Development (PYD), as implemented by BGC, is grounded in five research-based components: a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of growth and achievement. (Mannes, M., Lewis, S., & Streit, K., 2005). The mentoring program will be further complemented weekly by Sanford Harmony Meet Up, Buddy Up lessons that empower students to identify and choose actions to help them communicate effectively to achieve their goals. The Meet Up, Buddy Up program has been evaluated extensively, demonstrating positive outcomes in academic achievement, behavior, and family cohesion (Miller et al., 2017). BISD and SABGCB are aligning their SEL programming to maintain consistency by following the CASEL framework.

**Parent Engagement:** SABGCB's Leadership University curriculum empowers parents through training that teaches them to advocate for their children, thereby gaining confidence to support them at home and through school activities. Through the utilization of the Leadership University curriculum, parents are empowered through training that helps them gain confidence in advocating for their children at school and gives them increased confidence to participate in school activities. Other empowerment activities will teach parents skills to build personal competencies, such as economic self-sufficiency (e.g., tax preparation support, job search training, and resume preparation). Families are also provided with access to a range of educational opportunities in English and Spanish at the ACE centers and through community partners. To ensure the ACE programs are culturally responsive, the programs will include Latino Family Literacy Project activities, such as family literacy nights, so that Spanish-speaking parents develop literacy skills alongside their children. This research-based program provides activities and training through which staff, teachers and other school staff learn best practices for building literacy levels.

**School Day Coordination:** SABGCB and BISD will provide academic as well as social and emotional support weekday mornings prior to scheduled school programming through tutoring and mentorship. Students will also have access to CCLC staff during lunchtime for additional support. Tutoring will be provided before school (7:30 AM), lunchtime and during traditional afterschool programming to meet student learning needs.

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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

This application qualifies for priority points related to a planned partnership. For the purposes of this application, SABGCB has revised the current Memorandum of Understanding with Beaumont ISD (BISD) to reflect the proposed roles of the 21st CCLC (MOU signatures are contingent on grant funding). Included in the attachments is the MOU as well as the BISD Letter of intent. Currently BISD does not have afterschool programming for Amelia EL and Vincent MS. By revising the current MOU, students in Amelia EL and Vincent MS will have the opportunity to engage in SABGCB afterschool activities. Furthermore, this expansion will help SABGCB increase visibility and impact in the community. The roles and responsibilities of this partnership are provided below and documented in a Memorandum of Understanding between the two entities:  
SABGCB will hire and supervise program staff to provide high-quality, research-based afterschool and summer learning programming. SABGCB contributes to the center's operations by funding executive oversight of the programs, office space for the PD, Site Coordinators (SC), Family Engagement Specialist (FES) and volunteer and staff background checks. BISD will provide a designated space for the on-site ACE centers and will contribute directly to the centers' operations via funding for academic coaching, access to technology, necessary staff and essential operational needs. SABGCB and BISD will work closely to create and maintain effective systems for communication particularly as it relates to the success and improvement of the academic program. In addition, SABGCB Advisory Council will collaborate with BISD's Board of Trustees, Community Relations and Grants Department, to develop and implement a long-term sustainability plan. This partnership will improve achievement of project objectives, and will significantly increase the quality and scope of programming SABGCB is able to offer, as follows: 20 students and their families will receive services at 2 new ACE centers through collaboration between BISD, school day staff and SABGCB staff to enable curriculum alignment and highly targeted academic support particularly to high-need and LEP/ELL students. Additionally, SABGCB will provide in school tutoring for students who are identified as at-risk academically by school staff. Both parties will coordinate SEL strategies between BISD and SABGCB, along with integration of teacher input into engaging learning activities, will drive improvements in attendance and positive behavior. Utilizing Wiekart Center "YPQA" training to support a trauma informed environment. Additionally, information-sharing, data assessment, and joint planning processes will enable the linkage of at-risk students to appropriate supports, interventions and activities, as well as guide parent engagement strategies, resulting in more students staying on track for grade promotion.  
This partnership will build upon years of working together to further one common mission: "To inspire and enable all youth, especially those with the greatest needs, to realize their full potential as productive, responsible and caring citizens". SABGCB is working closely with BISD to build on the existing parent and community ties at target schools to form Advisory Councils. Specifically, the following organizations will play important roles at the proposed ACE centers: Southeast Texas Food Bank will operate the food service program and Buckner Kids will provide case management and direct social services to high-need students. Furthermore, several corporate sponsors have allotted volunteer time and staff mentorship to both sites through SABGCB. Corporate sponsors such as Old Navy and Target volunteered 250+ hours pre-COVID.

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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.

SABGCB is recognized as a best practice afterschool model in Beaumont. With regular attendance, youth showed increased levels of school effort, academic confidence, integrity, future connectedness and were less likely to engage in risky behaviors. Best practices will include:

**Evidence-based instruction:** Our theory of change and logic model ensures programming is targeted to meet goals and produce outcomes. Research-based methods and strategies include: project-based learning, service learning, and AR learning strategies to increase student interest in learning. Results of a 2018 summer program implemented at five SABGCTX Clubs showed that on average, students improved 1.5 months in reading skills using AR School-day alignment. SABGCB will work to support schools' goals, objectives and culture and provide a seamless transition from school day to after school. Each SC will work with the schools' Academic Coordinator (AC) who will attend curriculum and data inquiry team meetings. Curricula aligned with TEKS will reinforce school-day learning. The SC will work through the AC and teachers to access student scores, assignments, attendance and progress and to identify students in need of tutoring.

**Evaluation and continuous improvement:** Research finds that programs implementing ongoing evaluation and improvement see positive results. SABGCB uses the Weikart Center's research-based quality improvement system for out-of-school-time settings. Utilizing YPQA, our processes will ensure effective, high-quality programming and continuous improvement: 1) Sr. leaders and the Project Director will meet weekly about progress, needed design or delivery adjustments; 2) A certified external assessor will use the Youth Program Quality Intervention quarterly; and 3) An Advisory Council will meet quarterly to review activities, progress towards objectives and sustainability.

**Hiring and training quality staff:** Effective programming targeting SEL outcomes is driven by competent staff (Hurd et al., 2017). SABGCB prioritizes staff training and development by linking them to continuous quality improvement.

**Training may include:** program models; positive youth development; the Outcome Driven Club Experience; and Child Safety. Development might include "methods" training such as Youth Voice.

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.

As part of the needs assessment, SABGCB and BISD determined that Amelia EL and Vincent MS will not require bus transportation to travel safely to and from the ACE center and home. All students will be picked up by a pre-approved guardian or parent at the end of the program. Children do not require transportation to the program as the programs are located on their school campuses. Transportation will be utilized over the summer for field trips that enhance program experience.

**Transportation Safety Protocols:** In the event that transportation is needed for off campus travel and ensuring student safety, students entering the program will be required to complete dally sign-in rosters and check-in (show program badge) to confirm attendance. SABGCB staff wear uniforms to demonstrate clear staff presence. Only pre-approved persons with a photo identification may pick up a student from the program. This process is instituted to ensure that an appropriate person is working with program participants. Each time a student is picked up they must be signed out following verification of approval. Students who ride school buses during field trips will be monitored through a roster and sign-out system with the bus drivers and district transportation departments. The busses are in compliance with laws and regulations covering safety and will be overseen by the district's transportation director.

**Safe Accessible Facilities:** Student safety is of paramount importance for SABGCB. Vincent MS, Amelia EL in partnership with BISD will each house an ACE center at their respective campuses. These school campuses are secured to ensure that only authorized staff, families and volunteers may enter. All proposed ACE center facilities are in compliance with ADA and all state and federal safety and accessibility requirements. SABGCB will also secure a childcare licensing waiver to be in compliance with relevant rules and regulations. SABGCB conducts pre-employment background checks on all employees, contractors, and volunteers who work with children directly and indirectly. This includes criminal background record check, social security trace, FBI fingerprint based criminal history check, National Sex Offender Public Registry and state public sex offender registry searches.

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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.

The PD will work with the District Community Relations Specialist, in conjunction with other campus staff, to disseminate information about the ACE center to parents and stakeholders using several online and traditional communications strategies. The PD will also hold formal meetings with each District administration team three times a year to discuss program operations and performance related issues. The information that will be disseminated to the school community will include, but not be limited to: program offerings and benefits, hours, location, explanation of center policies and procedures, safety procedures, family educational activities, parent and volunteer involvement opportunities, and other program requirements.

Campus-level Communications: The ACE program information will be disseminated using the District's parent portal; phone systems; in campus newsletters; website and social media accounts; and through Texas ACE Program newsletters; monthly District and campus calendars; local neighborhood newspapers; and electronic marquees at each campus site. The ACE centers will be properly marked with signage containing program hours and contact information. School Principals, SCs and FESs will circulate information at PTA meetings, Back to School Nights, Open House/Curriculum Nights, Parent Coffees, and school assemblies. As students are enrolled in the ACE programs, they will be added to the SABGCB Youth Enrollment System (YES).

Parent Round Tables: Bi-annual 'Parent Roundtables' at each ACE center will solicit parent feedback on program activities and impact, and student participation.. ACE center bilingual program staff will help translate to ensure Spanish-speaking parents are able to participate in the discussions. The Parent Round Tables provide valuable insight and help SABGCB leadership identify areas for improvement.

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.

SABGCB and BISD will use all funds to supplement, and in no other case supplant federal, state, local, or non-federal funds. As part of the planning process, SABGCB together with and BISD's Office of the Superintendent, discussed potential opportunities to coordinate federal, state and local programs. As part of the partnership, each targeted campus will utilize Title I funds that target specific high-risk populations, such as ELL students, to supplement the daily ACE center program offerings, thereby helping make effective use of public resources which have shared goals. As part of this application, each campus will also make the district CIS case worker available for ACE center participants. These services will be coordinated with those offered by SABGCB to prevent duplication of efforts and maximize program effectiveness. SABGCB takes a strategic approach to local partner recruitment, where SABGCB leadership utilizes its' organizational logic model to identify potential partners who can fill programmatic needs and accelerate areas for growth. As part of this application, SABGCB will collaborate with the following local community partners to supplement the proposed programs:

Buckner Kids: Provides onsite case management and direct social services to youth and their families at select sites. Southeast Texas Food Bank: Provides back-pack buddies, pantry, cooking classes, Share Your Holidays and Kid's Cafe daily food service. The Children's Museum of Beaumont: Provides programs and experiential learning to youth at the Children's Museum. Lemonade Day Beaumont: Provides opportunities for youth to explore and learn about entrepreneurial concepts through creating and running a personal lemonade stand. Suicide Crisis Center of Southeast Texas: Provides safety presentations and training opportunities to youth. The Exxon Mobile Foundation: Supports SABGCB's academic initiatives.

The FES will also conduct a community asset inventory to ensure that parents/caregivers are connected to the adult education programs available through Lamar University who provides ESL and GED classes. Families will also be referred to sources of workforce training and basic needs assistance.

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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.

To sustain the ACE programs beyond the grant period, SABGCB and BISD have developed a preliminary sustainability plan focused on: strengthening community partnerships, securing private funding to offset program costs, and coordinating local resources to supplement existing programs and services. The sustainability plan will be refined and implemented by the Community Advisory Council. The make-up of the Advisory Council will be as follows: Project Director, SABGC Director of Operations, District Superintendent, School Principals, teachers, SCs, parents, students and community partners. These partners include: Buckner Kids, Texas Community Health Centers and WIC. The Advisory Councils will meet quarterly to discuss the ACE center's adherence to the center-level logic model, program performance towards district-aligned objectives, long-term sustainability plan.

The Advisory Council will form a task force focused on achieving the following sustainability benchmarks:

Year 1: Meet quarterly to refine the sustainability plan, assign roles and tasks, and to complete a prospect list within six months after the grant award composed of community foundations, individual donors, and local businesses.

Year 2: Cultivate three prospects and host at least two site visits per program year for key prospects.

Year 3: Meet bi-monthly to recruit at least three new community partners to supplement program activities and for the Advisory Council membership. SABGCB's Development Team will coordinate fundraising activities with the district's Community Relations and Grants Departments to secure support from private donors and local businesses. Shared professional development for program staff and teachers will be coordinated by the PD to achieve measurable results. We aim to leverage the grant-funded trainings and CCLC resources to align program outputs to proven outcomes. Student's achievement and growth in the program will lead to improvement in tangible outcomes attracting funding support. Lastly, the partnership between SABGCB and BISD will facilitate a stronger relationship in academics and community and social service support for students.

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)

SABGCB enlists the help of hundreds of volunteers annually who play a vital role in the success of our programs. Volunteers impact our youth and increase 1:1 time with caring adults who serve as role models. At the proposed ACE centers, SABGCB has volunteer roles for tutors and mentors.

The ACE center site will recruit volunteers based on their staffing and programmatic needs. SABGCB will engage retired teachers and district teachers with qualifications in education and youth development. SABGCB recruits volunteers as mentors as they help young people understand that they are valued and deserving of caring adult support. SABGCB publicizes volunteer opportunities on its website and social media sites. We regularly benefit from volunteers from our many corporate supporters. As we seek new strategic alliances, program and event sponsors, we make sure companies know about volunteer opportunities, and seek those businesses with a commitment to assist local youth, and who can help raise awareness as well as funds. SCs will post volunteer opportunities, as needed, at local community centers to give local seniors the opportunity to volunteer. They are passionate about the organization and serve also as a champion for our youth. Those seeking to become a program volunteer must complete an online Volunteer Application: employer information; character references; physical limitations; volunteering experience; languages; special skills and Interests; mode of transportation; preferred times and the time commitment that can be made by the volunteer. SCs will interview and select volunteers based on their educational qualifications (bachelor's degree preferred) and experience working with youth and/or out-of-school time settings, and pair volunteers according to their interest and the ACE center's need.

A criminal background check and fingerprinting is required and remains on file for one year; once their background check has been cleared, they are then required to attend volunteer orientation and Safe From Harm training before they begin interacting with youth.

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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.

According to research by Hurd and Deutsch (2019), children with a median age of eleven who exhibit greater attendance at the Club for a minimum of a year are associated with greater net outcomes in self-awareness, social skills, attachment to family and less risky behaviors. For the benefit of the students that are enrolled in BISD, this proposal will increase recruitment and retention of students through teacher and administration referral as well as parent communication, needs based assessments within Amelia Elementary and Vincent Middle School. Per our benchmarks in attendance, we will strive to attain the preferential dosage of 45+ days at 120 minutes per day during the year or 240 minutes during the summer to contribute to their total days. For the first quarter, we hope to attain 25% of attendance dosage requirements and continually improve our percentage through the fourth quarter to achieve 70% standing within the school year. For summer, we will retain 80% of our CCLC students over ten weeks to prevent summer learning loss and improve academic achievement. As stated in section 9.2 and in correspondance with SMART goals, BGCA promotes and engages students through fun engaging activities and meaningful relationships with positive adult role models as retention practices for which BGCs excel to strengthen. The ability to interweave BGCA practices and TSA practices will empower youth voice and agency, active participatory training and mentorship.

To ensure that the ACE program serves students with the highest needs, the SCs will work with teachers to recruit at-risk students, as identified by student performance data, through targeted parent outreach. Program staff will send correspondence home that explains the program and how their child can become Involved. Should a parent fail to respond to the original recruitment correspondence, or struggle with literacy themselves, program staff will conduct follow up phone calls to ensure parents are made aware of the program. As a part of this outreach, parents are encouraged to visit the campus to learn about the program.

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.

SABGCB has 20+ years of experience successfully managing large grant-funded projects. SABGCB has the necessary infrastructure to meet the operational and fiscal needs of the proposed program. To meet program objectives, the budget includes a full-time PD, who will oversee program implementation, continuous quality improvement, and sustainability as well as supervise, monitor and support the work of the SCs, AC and FES. The PD will liaison and coordinate communication with BISD Community Relations and Grants Departments, as well as the Advisory Council. The PD will also maintain and expand community partnerships. A part-time FES will implement parent engagement strategies. A part-time AC, acting as curriculum specialist, will align lessons and expectations for student performance.

At the center-level, a full-time SC at each Center will implement academic and social-emotional support activities and oversee the trained Youth Development Specialists. SCs oversee their Center's partners, volunteers and school-day staff, and attend school day meetings and trainings. The AC will provide academic enrichment support, lesson planning and communicate with the school curriculum specialist. Three teachers will provide tutoring at each site. This staffing structure at each site – 4 Youth Development Specialists and 1 AC to serve 60 students – supports academic and SEL activities tied to our SMART goals and meets the required adult-to-student ratio of 1:15. We budgeted roughly \$16,000 per site for academic enrichment supplies: AR reading program (\$3,000/site), Meet Up, Buddy Up curricula (\$120), STEM DIV kits (\$500) and enrichment supplies (\$1,676). Each site's budget for summer field trips is \$3,750, and for family engagement activities is \$800 (quarterly family nights). SABGCB has negotiated a third-party evaluation at \$2,000 per site. All facility costs will be provided in-kind by SBISD, as well as multiple program spaces (e.g., cafeterias, computer labs). SABGCB's Boys & Girls Club Center will offer its facility for the ACE center as needed, such as school closure due to natural disaster.

SABGCB prioritizes professional development for its staff. The PD will attend all TEA trainings and follow regional guidelines for professional staff.

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**10. Equitable Access and Participation**

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

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

Group	<input type="text" value="Middle School Students"/>	Barrier	<input type="text" value="Gang Related Activities"/>
Group	<input type="text" value="Middle School Students"/>	Barrier	<input type="text" value="Introduction of Alcohol at an Early Age"/>
Group	<input type="text" value="Elementary School Students"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
Group	<input type="text" value="Elementary School Students"/>	Barrier	<input type="text" value="Absenteeism and Truancy"/>

**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"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.	One Project Director for 2 sites (equal to 1FTE + benefits)	64,350.00
2.	One Site Coordinator/Family Engagement Specialist (Equal to 1 FTE + benefits)	56,160.00
3.	Program Implementation Staff( 8 youth dev spec., 2 reading spec. each position .5 FTE only.)	139,473.12
4.	Four certified teachers( Reading and Math at 2.5 hours a week during school year)	9,200.00
5.	Membership specialist ( 25% percent charged to CCLC, 75% local) (\$9,000 charged to indirect costs)	

**Professional and Contracted Services**

6.	External Evaluator: Mario Garcia; PD for Cycle 10 CCLC Case (Houston) (\$4,000 charged indirect)	
7.	Transportation provided by BISSD for summer enrichment fieldtrips in Camp (3 trips x \$2,500)	7,500.00
8.		
9.		
10.		

**Supplies and Materials**

11.	Academic Enrichment Supplies (Program STEAM kits, AR Computer Based Program, ect)	33,233.56
12.	CCLC Education, Recreation and Craft Supplies Consumables	7,788.23
13.	Staff Office Supplies	1,125.00
14.	Staff Training and Conferences (Multi-state Fall Conference, National Conference, Food, Travel)	5,000

**Other Operating Costs**

15.	10 Computer Operating Systems for Staff and Student Use	12,597.10
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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CDN

Vendor ID

Amendment #

**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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RFA/SAS #

**701-21-102**

**2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1**

## 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	123910101	Amelia EL, 565 Major Dr. Beaumont, 77707, 409-617-6000		EE-5	100	50
2	123910048	Vincent Middle, 350 Eldridge Dr., Beaumont, 77707, 409-617-5950	2	6-8	100	50
3						
4						
5						
6						
7						
8						
9						
10						



2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

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	123910101	Amelia EL, 565 Major Dr. Beaumont, 77707, 409-617-6000			EE-5	113	50					
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		August 16, 2021		December 17, 2021		17 weeks						
Spring Term		January 3, 2022		June 8, 2022		21 weeks						
Summer Term		June 14, 2022		August 6, 2022		8 weeks						
Total number of weeks:						46 weeks						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Tuesday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Wednesday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Thursday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Friday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	22.5				22.5				50			
<b>Adjunct Sites, if applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	June 7- Aug 6 one day a week field trips, time will take lunchtime and extend hour over lunch.											
<b>Parent/Legal Guardian Activities</b>	Quarterly parent nights for one hour. Weekly update meetings for Fall and Spring. Two summer parents night out events											

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	123910048	Vincent Middle, 350 Eldridge Dr., Beaumont, 77707, 409-617-5950			6-8	113	50					
Feeder	123910101	Amelia EL, 565 Major Dr. Beaumont, 77707, 409-617-6000			EE-5							
Feeder		Dishman EL, 3475 Champions Dr. Beaumont, 77707, 409-617-6250			EE-5							
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			August 16, 2021	December 17, 2021	17 weeks							
Spring Term			January 3, 2022	June 8, 2022	21 weeks							
Summer Term			June 14, 2022	August 6, 2022	8 weeks							
Total number of weeks:					46 weeks							
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Tuesday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Wednesday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Thursday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Friday	7:30	8:30	3:00	6:30	7:30	8:30	3:00	6:30	7:30	11:45	12:45	6:30
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	22.5				22.5				50			
<b>Adjunct Sites, if applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	June 7- Aug 6 one day a week field trips, time will take lunchtime and extend hour over lunch.											
<b>Parent/Legal Guardian Activities</b>	Quarterly parent nights for one hour. Weekly update meetings for Fall and Spring. Two summer parents night out events											

**The Salvation Army, a Georgia Corporation for  
The Salvation Army Boys & Girls Club of Beaumont  
Memorandum of Understanding**

The Salvation Army, a Georgia Corporation for The Salvation Army Boys & Girls Club of Beaumont, Unit I-10 (SABGCB), and the Beaumont Independent School District (BISD) agree to enter a collaborative partnership with the principal purpose of implementing a 21<sup>st</sup> Century Learning Center after-school youth development program through The Salvation Army Boys & Girls Club, for children at Amelia Elementary and Vincent Middle Schools. The TSABGCBMT will offer programs in three priority outcome areas: academics development, Tutoring, and class support. Both parties agree to assure and perform the following roles for the 2021-2022 through 2025-2026 school year; and have agreed to the following arrangements as provided hereafter:

This Memorandum of Understanding (MOU) sets forth the terms and understanding between The Salvation Army Boys & Girls Club of Beaumont Unit I-10 and Beaumont Independent School District who will collaborate to provide 21<sup>st</sup> CCLC services to students attending Amelia Elementary & Vincent Middle Schools

Fiscal Agent: The Salvation Army Boys & Girl Club of Beaumont, TX  
Representative: Captain Jason Moore  
Position: Corp Officer  
Address: 2350 I-10 Frontage Rd, Beaumont, TX 77703  
Telephone: 409-896-2361  
Fax: 409-896-2360  
E-mail: Jason.Moore@uss.salvationarmy.org

School District Partner: SCHOOL DISTRICT NAME (the District)  
Representative: Dr. Shannon Allen  
Position: SUPERINTENDENT  
Address: 3395 Harrison Ave. Beaumont, TX 77706  
Telephone:409-617-5001  
Fax: 409-617-5184  
E-mail: atyler@bmtisd.com

**A. Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant. This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program to achieve the following mutually agreed upon goals:

Goals:

- Aide in academic improvement at two low performing BISD schools (Amelia Elementary and Vincent Middle School)
- Create a comprehensive support for the improvement of the academic needs of students and school
- Provide enrichment and tutoring opportunities to low performing students who would not otherwise receive this type of assistance
- Assist with parent engagement services to aid as a layer of support and communication by meeting quarterly with the parent facilitator to support campus parent engagement initiatives.

**The Salvation Army, a Georgia Corporation for  
The Salvation Army Boys & Girls Club of Beaumont  
Memorandum of Understanding**

**B. 21st Century Community Learning Center Program Development**

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

1. Review of objective data: State assessment scores, report card grades, school improvement plan, discipline reports, school attendance records, Club afterschool attendance records, student, parent and teacher surveys.
2. Interviews: A planning meeting between Club and District leadership (such as community partners, parents, teachers, and counselors) through weekly meetings and surveys which aide to discuss in more detail, and design the 21<sup>st</sup> CCLC program to best meet the needs of students and their families.

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

At each school, Amelia Elementary and Vincent Middle, the SABGCB will offer morning in school Power Hour- tutoring according to each school's individual schedule. Throughout the day the Site Coordinator will provide in class support to 20 Tier 3 students during the school day. Power Hour- tutoring will also be offered during afterschool program from dismissal time until 6 pm. We will serve 60 tier 3 students daily throughout the year.

**C. Duties of Parties**

The 21<sup>st</sup> CCLC program will be implemented in collaboration between the SABGCB Club and the District, with each partner committing to the following responsibilities:

1. Structure and facilitate meaningful communications between school staff and SABGCB staff to plan, coordinate and integrate curricular areas with after-school activities.
2. Hold regular scheduled meetings between the club program director and the school principal, as well as other appropriate personnel, to discuss all issues pertaining to the SABGCB program features, student development and other issues of program evaluation.
3. Develop mechanisms and opportunities to communicate on a regular basis with the parents and family members of the SABGCB program.
4. Recruit, select and enroll student participants in the SABGCB program and disseminate procedural information to the students participating in the program.

**RESPONSIBILITIES OF THE SABGCB**

1. Serve as the first agent for the grant.
2. Provide proven afterschool programs in academic support, enrichment, and youth development
3. Plan and implement Family Engagement activities quarterly
4. Communicate and provide information to the school about the SABGCB program through scheduled quarterly meetings between the program director and the school principal or their designees.
5. Recruit, hire and train all program staff.
6. Manage the day-to-day operations of the SABGCB program and notify the school of any problems, issues, and concerns in a timely manner.
7. Track student enrollment and attendance.
8. Invite designated school staff to attend after-school meetings.
9. Attend school staff meetings as requested by the school principal.



**The Salvation Army, a Georgia Corporation for  
The Salvation Army Boys & Girls Club of Beaumont  
Memorandum of Understanding**

10. Develop and maintain systems for communication and information-sharing with school day staff, particularly to support program components such as homework help/tutoring and the administration of teacher surveys
11. Work effectively with school day partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation
12. Purchase necessary materials and supplies for designated program components in accordance with the 21st CCLC budget
13. Lead recruitment of community partners
14. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues
15. Hire and supervise staff
16. Provide necessary and appropriate administrative and operational support to the program
17. Communicate and collaborate with all partners
18. Complete all paperwork related to the program in a timely manner
19. Recruit and refer students to the afterschool program
20. Participate in the evaluation of the afterschool program at the local, state, and federal levels
21. Assist the program in developing, implementing, and making progress on its sustainability plan
22. Participate on the Advisory Committee.
23. Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program clean. The SABGCB shall notify the BISD immediately upon discovering any such damage.
24. All SABGCB equipment will be inventoried and labeled.
25. Ensure that all SABGCB program staff have appropriate background checks and Salvation Army Safe from Harm child safety training.
26. Develop protocol for emergency notification of parents and/or guardians.
27. Establish procedures for the safekeeping and safe transport of children during program hours.
28. Ensure that there is a staff person on-site who is trained and certified in first aid and CPR.
29. Maintain appropriate insurance coverage.
30. The SABGCB will leave the premises in as good condition as when entered, normal wear excepted.
31. The SABGCB will inform all staff members about the content of this agreement and expect their support and compliance.
32. The SABGCB shall, at its expense maintain policy or policies of comprehensive general liability insurance with the premiums thereon fully paid on or before the due dates, issued by and binding upon a solvent insurance company, such insurance to afford minimum protection (which may be affected by primary and/or excess coverage) of not less than \$1,000,000 for personal injury or death in any one occurrence and of not less than \$1,000,000 for property damage in any one occurrence. All such insurance required to be maintained by SABGCB shall name BISD as an additional insured thereunder and shall provide that it shall not be cancelable and/or the coverage thereunder and shall not be reduced without at least ten (10) days advance written notice to BISD. SABGCB shall deliver copies of such policies or certificates of insurance in form satisfactory to BISD within fifteen (15) days prior to the commencement of this MOU.
33. All SABGCB staff and volunteers shall submit to a background check by BISD. BISD has the right to object to the placement of any staff member or volunteer on its campus that does not meet the criminal background required for individuals employed with BISD.
34. TSABGCBMT will follow The Salvation Army protocols for COVID19 protocols and follow any BISD requirements while adhering to the stricter regulations.

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**BMTISD & SCHOOLS' RESPONSIBILITIES**

1. Provide access to classroom space and/or other appropriate space and support necessary to accommodate the afterschool program, including custodial support
2. Assist in the development and maintenance of systems for communication and information-sharing with Club 21<sup>st</sup> CCLC staff, particularly to support program components such as homework help/tutoring and the administration of teacher surveys
3. Work effectively with Club partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation
4. Actively support the involvement of teachers and other school day staff in the 21<sup>st</sup> CCLC program, including teachers/staff that may be employed by the program
5. The BISD will notify the SABGCB of the need for any designated space for school programs/meetings at least three days in advance.
6. The BISD will clear the floor space daily of papers or non-furniture items which might disturbed normal activity during the SABGCB program.
7. The BMTISD will furnish janitorial service for the restrooms and program areas.
8. The BMTISD will be responsible for structural repairs to the building and plumbing therein, unless it is determined that the damage has been caused by the act or negligence of the SABGCB, in which event the SABGCB shall be responsible
9. BISD will inform its staff about this agreement and its contents and expect their support and compliance.
10. Allow for SABGCB staff to attend applicable teacher in-service trainings
11. Coordinate Family Engagement activities with the 21<sup>st</sup> CCLC program
12. Recruit and refer students to the afterschool program
13. Communicate and collaborate with all partners
14. Complete all paperwork related to the program in a timely manner
15. Participate in the evaluation of the afterschool program at the local, state, and federal levels
16. Assist the program in developing, implementing, and making progress on its sustainability plan
17. Participate on the Advisory Committee.

**SPACE/EQUIPMENT USAGE**

1. SABGCB will operate and utilize space at Amelia Elementary School; and Vincent Middle School in the following areas: cafeteria, dedicated classrooms, gym, outside green space, storage area and a dedicated office space for the club program office. The dedicated spaces will be used daily along with the gym and cafeteria as scheduled with school personnel. SABGCB will be responsible for all charges associated with the installation of office equipment and related services.
2. The SABGCB will have full use of all chairs and tables in utilized areas.
3. The SABGCB will have full use of the drinking fountain and bathrooms located closest to the program areas.
4. BISD will provide a snack and or meal daily for program participants
5. Program files and supplies will be kept in the storage closet located in the assigned classroom & gym. SABGCB will keep the storage closet locked and secured outside of operating hours.
6. The SABGCB will supply its own supplies (scissors, pencils, markers, paper, etc.). The SABGCB will not use school supplies frequently found in the classroom.
7. The SABGCB may use only permanent fixtures of the spaces designated by BISD. The SABGCB will provide its own consumable equipment (basketballs, mats, etc.)
8. The school assigned area will be used by parents bringing and retrieving children for the after-school youth development program.

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9. Parents who come to the school to retrieve children at the end of the day are to park in the marked spaces, not in the fire lane.
10. The SABGCB will furnish its own program tracking software. BISD will provide a phone line and allow SABGCB to use their copy machine when needed.

**FORMAL COMMUNICATIONS**

The School Principal or designee will communicate directly with the Program Director or designee if a need for change occurs or conflict arises regarding the use of program space and or equipment. Email correspondence and written notification are needed in case of a complaint.

**D. Advisory Committee Roles and Responsibilities**

Both the Club and the District will participate in the Advisory Committee. The make-up of the Advisory Committee will be as follows: TSA of Beaumont Board Members, Community members / parents, Safety committee formed by, District Superintendent, School Principal, teachers, 21<sup>st</sup> CCLC Director, Site Coordinator and 21<sup>st</sup> CCLC staff.

All major activities of the 21<sup>st</sup> CCLC program will be reported to the Advisory Committee by the 21<sup>st</sup> CCLC Program Director. The Advisory Committee will meet at least four times per year, or as needed, to review and discuss key issues related to successful program implementation.

**E. Funding and Support**

Each partner will commit the following resources to the program:

Club List any in-kind or matching contributions. These could include:

- Member tracking system: Electronic card and software to record 21<sup>st</sup> CCLC participant attendance at each program activity.
- Curriculum: BGCA academic and youth development programs: Project Learn, Power Hour, Tutoring, Mentorship, OJJDP
- Training: BGCA-certified trainers to train staff on academic and youth development programs.
- Transportation: We will outsource bus services to transport students on field trips during the summer season.

District List any in-kind or matching contributions. These could include:

- Facilities: List school address and areas of the school that will be utilized (dedicated classroom space, playground, gymnasium, etc.) and janitorial, administrative, etc.
- Technology: Computer Labs, software, etc. that the program will use.
- Program Alignment: Approximately 20 hours/program year of grade level teacher time to advise 21<sup>st</sup> CCLC staff in aligning program activities to standards and school day curriculum.
- Recruitment and referral: Assistance from school day teachers to identify students performing below proficient and refer them to 21<sup>st</sup> CCLC staff for recruitment.
- Transportation: During the summer program students will ride the school bus transportation from and to school

**F. Data Sharing**

The Club and the District agree to share data required to evaluate the program's progress in meeting its goals and objectives. This includes but not limited to name, last name, grade, grades records, contact information, assessment, etc.

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Both parties will share data sharing responsibilities:

- Communicate and collaborate with families to obtain consent for all data sharing needs that comply with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Provide access to assessment and other available data for the purposes of program evaluation, including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number)
- Collect aggregate student data (grade, race, sex, free/reduced lunch, special education and English language learner) required for federal reporting
- Collect state assessment data each summer
- Collect report card grades, school day attendance and discipline reports at the end of each semester.
- Own, store, and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
- Create or decide upon data collection instruments.
- Club data sharing responsibilities such as student's records, grades, contact information, referrals, etc.
- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
- Collect teacher, parent and student survey data at the start and end of each program year
- Collect program pre-post tests and parent event surveys as administered
- Own, store, and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
- Create or decide upon data collection instruments.

**G. Duration**

This MOU shall commence on July 2021 and shall continue for a period of FIVE years to July 2026. The Memorandum of Understanding shall continue during the 2021-2022 through 2025-2026 school year, beginning June 1, 2021 and ending May 31, 2026. The Memorandum of Understanding may be renewable, contingent upon resources being available to The Salvation Army of Beaumont. Modifications shall be evidenced in writing and signed by the parties hereto.

**H. INDEMNIFICATION CLAUSE**

The Salvation Army, A Georgia Corporation ("TSA") shall hold harmless and defend Beaumont ISD, its agents, and employees from suits and actions: including attorney's fees, all cost of litigation, and judgement brought against Amelia Elementary School and Vincent Middle School; Beaumont ISD as a result of loss, damage or injury to persons or property only if as a result of TSA's negligent or intentional acts.

This memorandum may be terminated and/ or modified by either party after the other party receives (30) days written notice prior to the date of termination



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**I. SIGNATURES**

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

Agreed and accepted this \_\_\_\_\_ day of \_\_\_\_\_ 2020.

**The Salvation Army, A Georgia Corporation for the Salvation Army Boys & Girls Club of Beaumont**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

**Beaumont Independent School District**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date



## Office of the Superintendent

Beaumont Independent School District  
3395 Harrison Avenue  
Beaumont, TX 77706

January 21, 2021

To Whom It May Concern:

The Beaumont Independent School District is working with The Salvation Army Boys & Girls Club of Beaumont to develop a partnership through the 21<sup>st</sup> Century Community Learning Center (CCLC) sub-grant. We have held multiple planning meetings to discuss this opportunity and are currently in the final stages of MOU negotiations. In an effort to create a partnership document that is agreeable to both parties, we are requesting additional time to complete this process. This letter serves to document our intent to fully work through this process to create a final document that will be submitted to the agency for final approval. Thank you in advance for your consideration in this matter. We strongly believe that a partnership with The Salvation Army will benefit our students and community.

Sincerely,

Shannon Allen, Ed.D.  
Superintendent  
Beaumont Independent School District



**Administration Building**  
3395 Harrison Avenue  
Beaumont, TX 77706  
p 409-617-5000  
bmtisd.com