



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization Boys & Girls Clubs of Greater Houston (BGC GH)

Campus name [] CDN [] Vendor ID 30113257601 ESC 4 DUNS 027056340

Address 815 Crosby Street City Houston ZIP 77019 Phone 713-868-3426

Primary Contact Zenae Campbell Email zcampbell@bgcgh.org Phone 713-400-2940

Secondary Contact Dexter Lockett Email dlockett@bgcgh.org Phone 713-400-2175

2. Certification and Incorporation

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

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

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

Authorized Official Name Kevin Hattery Title President & CE Email khattery@bgcgh.org

Phone 7138683426 Signature [Signature] Date 1/19/21

Grant Writer Name Carolyn Weaver Signature [Signature] Date 1/19/21

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
At 10 proposed ACE sites, large numbers of students, specifically students of color, are at-risk of failing to achieve grade level standards in core subjects: only 24-43% meet state standards in ELA and 23-67% in math as determined by 2019 STAAR results.	Through its best practices afterschool model and in conjunction with school partners, BGCGH will implement research-based, TEKS-aligned, targeted academic support to all participants, particularly high-need and LEP/ELL students; BGCGH will employ tested parent engagement strategies to support student academic performance at home.
53%-84% of students at 10 ACE sites are at-risk of failing or dropping out due to environmental conditions, such as area violent crime average of 12.23 incidents per 1,000 residents vs TX rate of 4.11.	BGCGH will engage SEL strategies through a tiered support system including mentoring, youth leadership development, post-high school readiness, and family engagement activities through evidence-based, trauma-informed curricula and practices.
As per parent surveys at 10 proposed ACE sites: 96% of parents responding indicated need for afterschool academic enrichment, including homework help; 85% deemed after-school childcare as a critical need; 87% requested adult education services.	BGCGH will support the improvement of academic performance through ACE implementation including research-based curricula, academic enrichment/engagement strategies and homework help and will collaborate with its community partners to meet the need for adult education.

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.

Across each year of the 5-year ACE grant program, 70% of the 1,500 at-risk students enrolled will show improvement in one or more of the stated program goals such as improved GPA as measured by report cards, improved school day behaviors as measured by reduction in the number of in-school suspensions or by teacher discipline referrals, and increased student engagement in learning measured by attendance rates and grade promotion, grant fiscal years. To accomplish this, BGCGH will create 10 ACE programs at high-poverty low-performing schools during non-school hours and summer recess to support working families and to meet challenging state academic standards.

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

To achieve the overall program goal of 1,500 enrolled youth, a minimum of 900 youth will be enrolled in the ACE program in this quarter as demonstrated by enrollment records. 30% of ACE participant families will participate in monthly family-together engagement programming as demonstrated by attendance records and sign-in sheets. 30% of ACE participants will show improvement in social skills/positive behaviors as measured by discipline referrals as reported by school administration. All ACE program staff will initiate YPQA as demonstrated by program logs. The independent evaluator will continue ongoing program assessment for improvement.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

To achieve the overall program goal of 1,500 enrolled youth, a minimum of 600 additional youth will be enrolled in the ACE program in this quarter as demonstrated by enrollment records. The ACE staff will implement targeted academic intervention strategies based on school site benchmarks for at least 20% of ACE students as demonstrated by ACE student tutoring logs. 35% of ACE participant families will participate in monthly family-together engagement programming as demonstrated by attendance records and sign-in sheets. 30% of ACE participants will show improvement in social skills/positive behaviors as measured by discipline referrals as reported by school administration. All ACE program staff will continue YPQA as demonstrated by program logs. The independent evaluator will continue ongoing program assessment for improvement.

Third-Quarter Benchmark

50% of ACE students will show improvement in grades as demonstrated by report cards. 50% of students will show improved social skills/behavior as measured by school discipline. The following benchmarks will be demonstrated by attendance records: 70% of ACE students will participate at least 45 days; 40% of families will participate in monthly engagement programs; 50% of ACE middle/HS students will participate in post-HS readiness program; and 70% of ACE students will show improvement in school attendance. The evaluator will produce recommendations for program improvement as demonstrated by delivery of a report. Staff will implement continuous quality improvement as part of the YPQA process in order to better meet the needs of students and their families as demonstrated by program logs.

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.

BGCGH has nearly 20 years of experience in using data in order to improve and to consistently increase program impact. We will contract with the Baker Institute of Rice University, an experienced independent evaluator well-versed in ACE Program requirements, to perform formative and summative assessments. Data will be collected three times per year: before program start, at mid-year and upon conclusion of the school year. Data sources will include program enrollment data; student report cards; student attendance records, on-time grade-level advancement numbers, discipline records, teacher reports provided by the ISD partners as de-identified quarterly/annual reports. We will also employ qualitative collection, such as student, staff and parent surveys; and onsite-visit observations. In advance of the program start, staff will receive data collection training on using BGCGH data tracking system and YPQI system to ensure quality data. Wherever possible, validated tools developed by the Texas ACE will be utilized. BGCGH employs the Weikart Center research-based quality improvement system, which allows us to set meaningful improvement goals based on data, to enact or modify practices on an ongoing basis, and to provide opportunities for continuous improvement built around the research-validated Youth Program Quality Assessment (YPQA). BGCGH integrates the YPQA as our CQI. BGCGH has six trained external assessors of YPQA that review data on a quarterly basis and provide objective feedback for program improvement. Interim and annual evaluation reports will provide these recommendations that will be shared with the Program Director and VP of Program Services & Operations who lead the continuous improvement process. BGCGH establishes Advisory Councils at each ISD who meet quarterly to review progress and the afore-mentioned reports and advise on program improvement. This system insures that the ACE program will progress towards goal achievement and program sustainability. BGCGH leverages positive evaluation results to attract new ACE participants and to secure funding to sustain programming beyond the CCLC grant.

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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. In collaboration with the four ISDs, BGCGRH examined census data; risk factors for maltreatment; health data; crime statistics, demographic, lifestyle characteristics at the ten target schools. Sources: NCES.gov; Common Core Data; Real Estate Market Reports; TDFPS PEI Data; US Census 2018 5-year est.; Baker Inst. Child Health Policy Program Study 2020; 2018-2019 TX Academic Performance data; School Improvement Plans; School Report Cards; and Children at Risk.org. Stakeholder feedback: Qualitative center-level research including surveys of staff, youth and parent. Primary afterschool needs included: literacy, STEM and homework support (96%); a safe place for children of working parents (95%); and improved fitness and wellness (40%). B. All 10 schools are Title I and are located in underserved pockets. Parents (87%) desired adult education, including ELL, financial literacy and GED. Transportation was cited as a potential barrier by 85%. 20% desired improved grades and afterschool snacks. Eight school communities have low rates of adults with diplomas, ranging from 75.3% to 46.6% at Scarborough ES (Sherwood and Sherman Oaks rates are 80.1%). A majority of working parents surveyed at Landrum MS requested before-school care and programming. Eight schools are in medically underserved areas for mental health. The Violent Crime Index is less than 50 for all communities. Five schools rate as very unsafe: Landrum MS (4/100); Hancock ES (6/100); Grissom ES (15/100); Bruce ES (0/100); and Scarborough ES (16/100). Criteria of students most in need and student targets are summarized here: (KEY: School: % Math/ELA grade-level proficiency; % ELL students; % students of color; % low-income; (minimum # of students to be served for 45 days/% of all eligible) Jackson ES: 43% ELA/58% Math; 98% of color; 94.2% low-income (100 students/30% eligible); Navarro MS: 37% ELA/58% Math; 91% of color (100 students/6% eligible); Sherwood ES: 41% ELA/34% Math; 80% of color (100 students/28% eligible); Shadow Oaks ES: 28% ELA/34% Math; 67.9% ELL; 94% of color; 95.1% low-income (100 students/16% eligible); Landum MS: 36% ELA/35% Math; 50.6% ELL; 97% of color; 91.4% low-income (100 students/10% eligible); Hancock ES: 30% ELA/23% Math; 98% of color; 96% low-income (100 students/25% eligible); Sam Rayburn HS: 38% ELA/67% Math; 95% of color (100 students/4% eligible); Grissom ES: 24% ELA/32% Math; 55.4% ELL; 96% of color; 96.2% low-income (100 students/20% eligible); Bruce ES: 27% ELA/34% Math; 100% of color; 98.4% low-income (100 students/21% eligible); Scarborough ES: 60.4% ELL; 99% of color; 96.2% low-income (115 students/18% eligible). Attendance rates range from 90.5% to 96.8%. Parent, teacher and community survey results indicate students are in distress, disengaged and act out as a result. Administrators cite a need for mentoring, character education, social-emotional support. Top risk factors include poverty, low enrollment in early learning, above average numbers of assaults needing medical attention, and low adult education attainment. On average, 89% of children (of nearly 8,400 students at target schools) are eligible for free or reduced lunch, the highest PEI risk factor for maltreatment across the 10 schools. Harris County (home to 8 campuses) has significant numbers of students experiencing food insecurity, bullying, social mobility, area violence and depression. C. BGCGRH will work with school staff to continually identify and assess students for participation in ACE. We will recruit students from the most in need and working families through school referral, through the hiring of a PT on-site membership coordinator, and through family-focused events tailored for working-families. BGCGRH will meet the needs of working families through active, year-round programming that accommodates working family schedules and by providing a Parent University and Latino Family Literacy Program and bilingual staff to further support Spanish-speaking families. BGCGRHs Family Engagement Manager will provide community outreach services to connect families with support beyond the Club, and oversees the member/family referral process regarding changes in mood and behavior and other family needs. BGCGRH strives to retain families by supporting needs beyond programming to encourage their retention in partner schools, thus creating continuity in education for improved student academic achievement and SEL development.

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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.

State Assessment and Improved GPA Goal: By the end each school year, 70% of students will demonstrate maintenance or growth in State assessment performance categories and GPA in report cards. Our Positive Youth Development strategy features tiered academic support that will focus on ELL/LEP or struggling students. Research-based components include: a safe, positive environment; fun engaging activities; supportive adult relationships; opportunities for skill development; and recognition of achievement (Mannes, 2005). Power Hour offers daily supported homework help. Afterschool Homework assistance ensures students have regular designated times to complete assignments as working parents do not have the time to consistently provide the same support. Tutoring for ELL students or those struggling in core subjects will include small-group/one-on-one tutoring by certified teachers. Report cards will track school progress. Summer Learning/ Brain Gain (4 days per week for 5 weeks) will support the needs of working families and is a research-based model of effective youth development (Scuello, 2015). Testing results will verify improvement; the 2018-2019 ACE program saw grades improve 0.31 points on a 0-4 point scale over non-attending students, and the 2019-2020 program saw gains of 0.2. School Day Attendance Goal: 70% of students will demonstrate an annual increase in school attendance as compared to the previous school year. Engaging research-based SEL will drive gains. Mentoring at ACE is guided by the national evidence-based enrichment program, Mentoring with an Impact: A Guide for a Successful Mentoring Program. A 2018 national study found that 87% of ACE youth missed fewer days of school as compared to non-ACE youth. Both the 2018-2019 and 2019-2020 programs saw participants miss one school day fewer per term than non-attending students. Improved School Day Behavior Goal: 50% of students will demonstrate an improvement in social skills as demonstrated by behavior records and supported by parent/teacher surveys and by the comparison of participating student conduct scores to non-participating students (on report cards). We will offer service learning to teach valuable leadership skills. A number of researchers, ie. Eyler et al (1999 and 2001), Astin (2000), have documented benefits of service-learning on academic and social development. The evidence-based Positive Action Program (SEL) offers interactive lessons in being responsible community members. Triple Play Curriculum features: 1) Healthy Habits: nutrition and cooking; 2) Fitness Challenges: non-competitive games; 3) Social Recreation: games that teach cooperation, sportsmanship, and conflict resolution. An evaluation by Youth Development Strategies, Inc., found that youth participating in Triple Play for 1.5 years were more likely to continue health lifestyle habits and rate their peer interactions as more positive than non-participating youth. Mentoring: A Promising Strategy for Youth Development Report determined mentoring can positively affect high-risk children and reduces negative behaviors. Increased Student Engagement in Learning Goal: By June of each summer, 50% of participating students will participate in post-high school readiness programs/activities measured by attendance records. BGCGH will provide in-person/virtual field trips, skills/interest assessments, interviewing practice, financial aid/college application support, job search skills, and internships. Post-high school readiness activities positively impact engagement and academic outcomes. Parent Engagement SMART Goal: 40% of parents will attend parenting courses/adult education as measured by attendance records. BGCGH Parent University trains parents to advocate for their kids within the schools. The Latino Family Literacy Project will ensure Spanish-speaking parents develop literacy skills, all methods of improving student and family participation. Research consistently finds that family engagement has a direct, positive effect on child achievement and is the most accurate predictor of student success (Topor, 2010).

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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.

In addition to the positive behavior supports and program components/activities, such as Power Hour/Homework Help; Tutoring; Service Learning; Mentoring, Positive Action; Triple Play and Project Learn, BGCGH will provide High-Yield Learning Activities (HYLAs) so students can apply what they learn in the classroom in fun and engaging ways. HYLAs are intentionally designed, hands-on, interactive and linked to specific academic skills (school day teachers will advise on skills to integrate). Targeted Literacy Activities will provide tailored support using BookNook, a hybrid literacy platform, which offers individualized instruction in fluency, vocabulary, and comprehension that is adaptive and effective. Within BookNook, students will access a library of algorithmically-recommended texts using the Fountas & Pinnell reading levels to ensure the right content. Results of 2020 summer program implemented at five BGCGH Clubs showed that on average, students improved 2 months in reading skills using BookNook. Literacy activities will also include FIRE (Fun In Reading Everyday) Up! program, which pairs students with a trained adult in one-on-one and small group reading, literacy games and activities to build phonemic awareness, phonics skills, reading fluency, vocabulary and text comprehension. Summer Brain Gain, the research- and evidence-based summer program, consists of hands-on, project-based learning modules that provide real-world experiences and promote the voices of youth. Exercises will involve academic subjects (reading, writing, math, STEM), the arts, social-emotional learning, and team-building. A week-long Astro Camp will include a field trip to the Johnson Space Center to engage with astronauts and other NASA professionals. A multiple-year evaluation of Summer Brain Gain, completed in 2015, showed participants experienced a notable increase in math performance and suffered no significant summer learning loss in early literacy, math, or reading (Scuello, M. and Wilkens, D., 2015). DIY STEM will offer project-based learning modules covering five topics including Aeronautics and Robotics. Coding programs will introduce basic concepts, programming languages, building animations, web games and mobile apps. Robo Tech will engage students in building and engineering a robot using Lego Mindstorms kits. Building Blocks will enable students to explore engineering and design concepts. Digitally animated tutorials will guide students in developing skills in web design, graphic design, digital photography, music making and movie making. Center-Level Operations: BGCGH will work closely with schools to support their goals, objectives and culture in afterschool programming and to provide a seamless transition from school-day to afterschool. To achieve this, and to ensure activities support mastery of TEKS, each FT Site Coordinator (SC) will be integrated in each school's team and will attend the school's regularly scheduled curriculum and data inquiry team meetings. SCs will work closely with school-day staff, including the certified teachers leading tutoring activities at each Center. A part-time Membership Coordinator (MC) at each site will coordinate with the school in data management, registration assistance, and parent engagement activities with the Family Engagement Manager (FEM). BGCGH will also utilize curricula aligned with TEKS that reinforces school-day learning objectives, strengthening the knowledge and skills needed to perform better academically and on state standardized tests. SCs and teachers will have shared access to student scores, assignments, attendance, and progress. SCs will work with teachers to identify students at risk of failing subjects to direct them to tutoring in areas of greatest academic need. The Program Director (PD) will lead district-level coordination and communication and be responsible for maintaining and expanding ACE program community partnerships. Weekly meetings between the PD and senior BGCGH leadership will include program review and CQI, providing one of several feedback loops for program improvements to further project objectives and to ensure that students are engaged and making positive progress.

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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

BGCGH, an eligible 501c3, has entered into partnerships with Houston (HISD), Lamar Consolidated (LCISD) and Pasadena (PISD) Independent School Districts and has extended its successful ACE program with Spring Branch ISD (SBISD), all eligible partner LEAs. BGCGH approached private schools in the district areas and two schools will participate. The roles/responsibilities of partnership are documented in a Memorandum of Understanding between the entities. The ISD partners will provide designated space for the on-site ACE centers and will contribute directly to the center operations with the following: transportation, as necessary; computers/Internet access; furniture; janitorial service; building and grounds maintenance; phones/communication; security; and utilities. BGCGH will provide high-quality, research-based afterschool and summer learning programming tailored to meet the needs of participating students and families, which includes hiring/supervision of ACE program staff and provision of materials necessary for the implementation of curriculum and activities, such as snacks, curriculum materials, art/craft supplies, etc. BGCGH will also contribute to the center operations through funding for: in-kind executive oversight of the programs, office space for the Program Director and Family Engagement Manager, and staff background checks. Cooperatively BGCGH and the ISDs will develop and maintain systems for communication, data-sharing, joint planning, and assessment, particularly as it relates to the success of academic program components and continuous improvement. These objectives include service provision to 1,000 students and their families at ten new ACE centers and will enable curriculum alignment and highly targeted academic support to all participants, particularly to high-need, low-income and LEP/ELL students, leading to improved academic performance. Coordination of SEL and parent engagement strategies at the ACE centers along with integration of teacher and parent input into engaging learning activities will drive improvements in attendance and positive behavior. Information-sharing, data assessment, joint planning and collaborative research-based continuous CQI/YPQA (quality assessment) will enable the linkage of at-risk students to appropriate high quality supports, interventions and activities. A recent example of our partnership includes the successful 2018-2020 ACE program implemented at five SBISD schools (outcomes described in section 9.2). Lessons learned from this program will help strengthen the data sharing protocols at the new proposed ACE centers. In addition, BGCGH will work in coordination with School Boards, Community Relations and Grants Departments, and with the program Advisory Councils, to develop and implement a long-term sustainability plan. The design of this project is intended to facilitate the achievement of project objectives and sustain the program over time. PRIORITY POINTS: The partner ISDs do not offer ACE or any after-school support programming on their own and depend on their partnership with BGCGH in order to serve area students, particularly from at-risk categories.

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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.

BGCGH is a leading youth-development organization with a strong record of success and is recognized as a best practice ACE model in Greater Houston. BGCGH specializes in youth prevention/intervention and utilizing evidence-based and research-informed enrichment programs. We offer high-quality, culturally-relevant TEKS (Texas Essential Knowledge and Skills) aligned curricula. BGCGH employs research-based instructional strategies and the implementation of evidence based curriculum and instructional methods geared to strengthen the core academic program. SCs will attend the regularly scheduled curriculum and data inquiry team meetings at each school, and these meetings will include structured discussions about curriculum, intervention plans, and assessment outcomes. BGCGH will also utilize curricula (Positive Action; Smart Leaders; Project Learn; and Triple Play) aligned with TEKS to reinforce school-day learning objectives. Further, studies of afterschool programs link the ability of a program to positively impact student outcomes with the capabilities of program staff. BGCGH places a high priority on staff retention, training, and professional development for center staff is ongoing. All staff complete courses on the BGCA (national org.) intranet and online Leadership University that provides each staff member a transcript of completed course which allows supervisors and human resources to monitor compliance of training. Post High School Readiness programming at BGCGH ACE sites will address the following four components: Career Exploration, Essential Skill Development, Work-based Learning, and Preparing for the Future as appropriate for age groups. As part of Positive Youth Development, BGCGH employs the research-based BGCA Good Character and Citizenship programming focuses on increasing soft skills and leadership skills. The goal of positive youth development programming is to support youth and teens by fostering safe spaces, positive relationships, and structured opportunities to build skills and personal traits necessary for progress towards growth and achievement.

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.

All ACE programming will be conducted at the participating school partner campuses, which eliminates any transportation barriers to attendance; however, as part of the ongoing needs assessment process, BGCGH together with the partner ISDs will determine if students from a particular campus will require bus transportation from the ACE center to their homes at the end of each ACE program day. All transportation costs will be provided in-kind by the ISD partners. Transportation Safety Protocols will be adjacent to the ISDs transportation policies. 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 at the end of programming 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 transportation directors. Signs are posted to direct traffic during the arrival and departure of students. Staff patrol the grounds during these times to assure that vehicles do not enter the designated arrival/ departure areas. Walkers will be dismissed by a staff member. Walking safety guidelines will be shared with students and families, and additional precautions will ensure that walkers leave before dark in groups with staff supervision. Additionally, BGCGH will utilize district transportation for any field trips off campus and will utilize BGCGH and the respective ISD Transportation Safety Policy. Further, our proposed program will comply with the staff-to-student ratio guideline of 1:15.

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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.

BGCGH will utilize digital and traditional communication strategies to disseminate ACE center information. Bilingual staff will ensure all communication materials are available in English and Spanish. Information to be disseminated to will include program offerings and benefits, hours, location including the campus addresses, explanation of center policies and procedures, safety procedures, family engagement activities, BGCGHs Parent University schedule, parent and volunteer involvement opportunities, and other program requirements. In conjunction with campus staff, the Project Director will employ a communication plan for four primary audiences: 1. LEA: BGCGH will hold formal meetings with each district three times per year to discuss program operations and performance-related issues. ACE center staff will send out enewsletters to LEAs on an ongoing basis. 2. Parent/Family: BGCGH will partner with the districts to ensure ACE center information will be disseminated to parents and families using the districts' parent portal messaging system, phone message call-out systems, campus e-newsletters, calendars, and special engagement events including Parent Coffees and Back to School Nights. In addition, BGCGH will host Parent Roundtables two times per year at each ACE center to solicit feedback. 3. Students: BGCGH Site Coordinators and staff will update students in the program and the schools regularly about the benefits, progress, and fun and enriching activities in the ACE Center. The SC will use non-instructional time to recruit and attract students. SCs will establish a referral program for the participating students especially at the secondary level campuses 4. Community: The Program Director will organize quarterly Advisory Committee meetings where updates and feedback on program, budget, and sustainability will be given and solicited. BGCGH will share program information via website and social media channels.

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.

BGCGH with the ISDs will ensure effective use of public resources. Title I funds will supplement (not supplant) daily ACE offerings, thereby facilitating effective use preventing duplication and maximizing effectiveness. Within the ACE schools, approx. 8,400 students are in high-risk categories. We will serve approximately 12% of the overall Priority 1 population: 100% of students enrolled will be determined by the LEA to need intervention/support, eg. risk of academic failure. The ISDs identified two short-term needs: academic support and behavioral intervention. Goal One is to provide increased exposure to core academic subjects through support provided by BGCGH. Using previously discussed strategies, BGCGH will intentionally integrate ISD initiatives into activities. The HISD ACE program will integrate ACHIEVE 180, an initiative designed to improve academic outcomes. LCISD focus is on ELA gains, particularly in writing for grade 3 to English II. PISD will focus on ELA and career/technology education. SBISD seeks ELA gains and career/technology instructional enhancements aligned with their T-2-4 initiative. Goal Two is to increase participation in behavioral intervention strategies. Using strategies described previously, BGCGH offers positive youth development activities to positively impact school-day behaviors. BGCGH has seen consistent improvement in its current Cycle 10 ACE program in these areas. The long-term ISD goal is to achieve academic gains as determined by on-time graduation and/or increases in TEA tests/local assessments. BGCGH achieved consistent improvement in its Cycle 10 ACE (see section 9.2). BGCGH will utilize TEKS-aligned curricula to reinforce school-day learning and will ensure strong linkages between the instructional day and ACE activities. Further, BGCGH will collaborate with publically-funded partners, such as Federally-qualified Health Centers, or NASA, which provides summer STEM education to further the best use of public resources for student achievement.

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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.

BGCGH together with the ACE Advisory Councils (AC) and the ISDs will work to sustain the ACE programs beyond the grant period. We have developed a preliminary sustainability plan focused on the following: 1) strengthening community partnerships; 2) securing private funding; 3) coordinating local resources to supplement existing services; and 4) offering volunteer opportunities. BGCGH will work with each ISD Boards/Community Relations/Grants Departments and each AC to implement the sustainability plan and to coordinate other fundraising efforts. The ACs are made up of relevant stakeholders, such as district superintendents, school and project staff, parents, students and community partners, such as Communities in Schools, Family Services. The ACs will meet quarterly to discuss and to review the effective use of resources, and each AC will form a task force focused on achieving the following benchmarks: Year 1) Meet quarterly to draft sustainability plan, assign roles/tasks, and complete a donor prospect list. Years 2-4) Cultivate five new prospects and host at least three site visits per program year for key prospects. Years 2-4) Meet bi-monthly to recruit at least three new community partners to supplement program activities and/or for AC membership. Years 4-5) Draft a post-grant project continuation plan. BGCGH has a proven track record of sustaining Texas ACE programs beyond grant lifecycles. Since 2015, BGCGH has played an instrumental role in helping the Spring Branch ISD ACE (Cycle 7 and 10) develop and implement a multi-tiered sustainability plan. Moreover, BGCGH is consistently recognized for its efficient use of financial resources. BGCGH currently funds most of its current \$10M+ budget through a diverse funding base and has operating reserve of nearly \$1M and an endowment currently valued at \$4.5M.

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)

Volunteers are a vital part of the BCGGH community and ACE programming. We seek qualified volunteers such as those with relevant education and experience in working with children, such as a background in education or social services, We would also seek volunteers with expertise in fields that match the post-readiness goals of our older students. The proposed BGCGH ACE centers will offer several volunteer roles, including: 1. Tutors to assist students with homework help and language practice; 2. Mentors to provide on-going mentoring to youth; and 3. Chaperones to support program staff during field trips. Each ACE center site will recruit volunteers based on needs in the above areas. BGCGH will publicize volunteer opportunities via website and social media channels, as well as through on-site recruitment at local schools, colleges, universities, senior citizen centers, community centers, and local businesses. Individuals seeking to volunteer must complete a volunteer application that consists of employer information, character references, physical limitations, volunteer experience, education level, languages, special skills, interests, mode of transportation, and time availability. Site Coordinators will screen volunteer applications for appropriateness. Selected applicants will then submit to a federal, state criminal background check and fingerprinting and sex offender registry check to both BGCGH and the respective ISDs. The candidate must successfully clear both processes to move forward. Next, volunteers will attend an orientation and training courses including mandated reporting, appropriate relationships with students, and mentoring. After onboarding is completed, volunteers will be matched by their qualifications and/or interests to the needs of the ACE Centers. Background checks will be renewed annually. Volunteers will be supervised by the site SCs.

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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.

In alignment with the needs data presented in section 9.1, the proposed ACE Centers will primarily recruit students who are underperforming academically, economically disadvantaged, and/or English language learners. BGCGH will work with school staff to identify students for all ten campuses. Recruitment strategies will include referrals from school staff, materials sent home through the school, referrals from student participants, site coordinator will attend school events including open houses, back to school, and family nights. The Site Coordinators will contact parents and guardians of identified students to begin the enrollment process. Student retention will be achieved through implementation of BGCG research-based youth development strategies implemented by the youth development specialists: (1) a safe, positive environment; (2) supportive relationships with caring adults; (3) fun and engaging program activities; (4) opportunities and expectations; and (5) recognition (Mannes, Lewis, & Streit, 2005). BGCGH utilizes daily pulse checks with students to receive feedback for real time improvement and overall youth voice into the program. This strategy has proven successful at existing BGCGH ACE Centers that have served 1,054 students across five sites. Students in this ACE attended an average of 58.41 program days over the course of the 2018-19 school year. SMART Goals: 1,000 students will have attended programming at the 10 proposed ACE Center sites for at least 45 days for three hours during the school year and 40% (400) ACE students will attend for 6 hours per day in the five-week summer 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.

From the needs-assessment process (section 7), BGCGH and ISDs designed a schedule that best meets the needs of working families with children at risk of not meeting State standards; thus, we will provide a 35-week program, meeting M-F 3-6PM in the school year and M-F 9 AM -2 PM in summer. To achieve project goals and to provide quality programming, BGCGH has intentionally budgeted for staffing as such: the Project Director (PD) will oversee program implementation and continuous quality improvement and will supervise, monitor and support the work of the 10 Site Coordinators (SC). SCs will oversee staff, partners, and volunteers working; will attend school day meetings/trainings; and will work closely with school-day staff, including certified teachers leading tutoring activities at each ACE site. Each SC will be supported by a team of Youth Development Specialists (YDS) who will reflect the demographic makeup of students; will serve as mentors; and will deliver program curricula/activities. To accomplish our goal of serving 1000 students in 10 ACE programs for 45 days minimum, each site will have 6 YDS, 1 SC; 2-6 teachers; and multiple community volunteers. We will implement the 1:15 ratio or better in order to provide expanded learning that supports SEL development and enrichment activities that support classroom learning. Improvement in SEL and confidence in learning will ultimately result in increased school day attendance. A FT FEM will engage families to identify their specific needs and collaborate with community partners to determine the best resources/referrals to meet those needs. BGCGH will provide in-kind executive oversight to oversee sustainability of the ACE and for continuous quality improvement. The ACE centers will follow state standards for staffing ratios and child safety that includes training for ACE staff in child health/safety policies and procedures. The budget includes funds for staff to attend ACE meetings, trainings and conferences. BGCGH places a high priority on professional development as an organization and that standard is shared for ACE center 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="Students & parents"/>	Barrier	<input type="text" value="High mobility rates"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Learning disabilities"/>
Group	<input type="text" value="Students & parents"/>	Barrier	<input type="text" value="Linguistic diversity"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	1 FTE Project Director(PD) \$61,000 salary + \$10,696.92 benefits	71,696.92
2.	1 FTE Family Engagement Manager (FM) \$55,000 salary plus \$10,138.92 benefits	65,138.92
3.	Instruct. staff: total of 60 YDS; 50 @ \$13,771.80ea and 10 YDS/MC data @ \$14,343.65ea	832,046.25
4.	10 FTE Site Coordinators (SC) Each ACE Center SC salary and benefits @ \$55,301.92	553,019.20
5.		

Professional and Contracted Services

6.	Teachers @ \$25/hr x 5 hrs per week x29 weeks x 15 teach (1/ES (7); 2/MS (4); 4/HS (4))	54,375.00
7.	Evaluation \$2,500/center x 10/sites = \$25,000 (included in below admin line)	
8.		
9.		
10.		

Supplies and Materials

11.	Office supplies for PD/FM & materials for FE activities budgeted at \$500 per month	6,000.00
12.	Program/Office supplies (literacy/STEM/SEL/tech/Art for students) \$5625/center x 10	56,250.00
13.		
14.		

Other Operating Costs

15.	Travel and mileage-PD & FM Travel(mileage,per diem,etc \$1256) Mil(400/mo \$2688)	3,944.00
16.	Travel and mileage SCs training, conference, and routine mileage @ \$650/site x 10	6,500.00
17.	Field Trips with prior approval at each center. \$1750/site x 10 sites = \$17,500	17,500.00

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"/>	

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Center Operations Schedule

County-district number or vendor ID: 30113257601

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	079901118	Jackson Elementary 301 Third St. Rosenberg, TX 77471		K-5 th	100	60
2	079901042	Navarro Middle School 4700 Avenue N Rosenberg, TX 77471	1	6 th	100	60
3	101920119	Sherwood Elementary 1700 Sherwood Forest Houston, TX 77043		K-5 th	100	60
4	101920113	Shadow Oaks Elementary 1335 Shadowdale Dr. Houston, TX 77043		K-5 th	100	60
5	101920041	Landrum Middle School 2200 Ridgecrest Dr. Houston, TX 77055		6 th -8 th	100	60
6	101917148	Hancock Elementary 9604 Minnesota Houston, TX 77075		K-5 th	100	60
7	101917002	Sam Rayburn High School 2121 Cherry Brook Lane Pasadena, TX 77502		9 th -12 th	85	40
8	101912262	Grissom Elementary 4900 Simsbrook Dr Houston, TX 77045		K-5 th	100	60
9	101912121	Bruce Elementary 510 Jensen Dr. Houston, TX 77020		K-5 th	100	60
10	101912237	Scarborough Elementary 4610 E Crosstimbers St. Houston, TX 77092		K-5 th	115	60

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	079901118	Jackson Elementary 301 Third St. Rosenberg, TX 77471					K-5 th	100	60			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/30/2021			12/16/2021			15			
Spring Term			01/04/2022			05/20/2022			19			
Summer Term			06/06/2021			07/08/2022			5			
Total number of weeks:									39			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				6			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Astro Camp-Johnson Space Center Field Trip Virtual Club Experience- as needed										
Parent/Legal Guardian Activities		Parent University: parent/adult education; Family MATH Night; Special Holiday Family 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	079901042	Navarro Middle School 4700 Avenue N Rosenberg, TX 77471					6 th	100	60			
Feeder	079901042	George Jr. High School 4601 Airport Road Rosenberg, TX 77471					6 th -8 th					
Feeder												
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term				08/30/2021			12/16/2021			15		
Spring Term				01/04/2022			05/20/2022			19		
Summer Term				06/06/2022			07/08/2022			5		
Total number of weeks:										39		
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Astro Camp-Johnson Space Center Field Trip Virtual Club Experience- as needed											
Parent/Legal Guardian Activities	Parent University: parent/adult education; Family MATH Night; Special Holiday Family 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 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	101920119	Sherwood Elementary 1700 Sherwood Forest Houston, TX 77043					K-5 th	100	60				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			8/30/2021			12/16/2021			15				
Spring Term			01/04/2022			05/20/2022			19				
Summer Term			06/06/2022			07/08/2022			5				
Total number of weeks:									39				
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			2:30	6:00			2:30	6:00	8:30			2:30	
Tuesday			2:30	6:00			2:30	6:00	8:30			2:30	
Wednesday			2:30	6:00			2:30	6:00	8:30			2:30	
Thursday			2:30	6:00			2:30	6:00	8:30			2:30	
Friday			2:30	6:00			2:30	6:00					
Saturday													
Sunday													
Total Hours Per Week:	17.5				17.5				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Astro Camp-Johnson Space Center Field Trip Virtual Club Experience- as needed											
Parent/Legal Guardian Activities		Parent University: parent/adult education; Family MATH Night; Special Holiday Family Events; Latino Family Literacy Project											

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	101920113	Shadow Oaks Elementary 1335 Shadowdale Dr. Houston, TX 77043					K-5 th	100	60			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/16/2021			15				
Spring Term		01/04/2022			05/20/2022			19				
Summer Term		06/06/2022			07/08/2022			5				
Total number of weeks:								39				
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			2:30	6:00			2:30	6:00	8:30			2:30
Tuesday			2:30	6:00			2:30	6:00	8:30			2:30
Wednesday			2:30	6:00			2:30	6:00	8:30			2:30
Thursday			2:30	6:00			2:30	6:00	8:30			2:30
Friday			2:30	6:00			2:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	17.5				17.5				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Astro Camp-Johnson Space Center Field Trip Virtual Club Experience- as needed										
Parent/Legal Guardian Activities		Parent University: parent/adult education; Family MATH Night; Special Holiday Family Events; Latino Family Literacy Project										

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	101920041	Landrum Middle School 2200 Ridgecrest Dr. Houston, TX 77055				6 th -8 th	100	60				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/30/2021		12/16/2021		15						
Spring Term		01/04/2022		05/20/2022		19						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						39						
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	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:30			2:30
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:30			2:30
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:30			2:30
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:30			2:30
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Before School Program Career Readiness Field Trips										
Parent/Legal Guardian Activities		Parent University: parent/adult education; Family MATH Night; Special Holiday Family Events; Latino Family Literacy Project										

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	101917148	Hancock Elementary 9604 Minnesota Houston, TX 77075					K-5 th	100	60				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/30/2021			12/16/2021			15				
Spring Term			01/04/2022			05/20/2022			19				
Summer Term			06/06/2022			07/08/2022			5				
Total number of weeks:									39				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:15	6:15			3:15	6:15	8:30			2:30	
Tuesday			3:15	6:15			3:15	6:15	8:30			2:30	
Wednesday			3:15	6:15			3:15	6:15	8:30			2:30	
Thursday			3:15	6:15			3:15	6:15	8:30			2:30	
Friday			3:15	6:15			3:15	6:15					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Astro Camp-Johnson Space Center Field Trip Virtual Club Experience- as needed											
Parent/Legal Guardian Activities		Parent University: parent/adult education; Family MATH Night; Special Holiday Family Events; Latino Family Literacy Project											

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	101917002	Sam Rayburn High School 2121 Cherry Brook Lane Pasadena, TX 77502					9 th -12 th	85	40				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/30/2021			12/16/2021			15				
Spring Term			01/04/2022			05/20/2022			19				
Summer Term			06/06/2022			07/07/2022			5				
Total number of weeks:									39				
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			2:45	6:00			2:45	6:00	8:30			2:30	
Tuesday			2:45	6:00			2:45	6:00	8:30			2:30	
Wednesday			2:45	6:00			2:45	6:00	8:30			2:30	
Thursday			2:45	6:00			2:45	6:00	8:30			2:30	
Friday			2:45	6:00			2:45	6:00					
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Astro Camp-Johnson Space Center Field Trip Virtual Club Experience- as needed											
Parent/Legal Guardian Activities		Parent University: parent/adult education; Family MATH Night; Special Holiday Family Events; Latino Family Literacy Project											

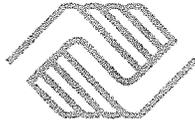
Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101912262	Grissom Elementary 4900 Simsbrook Dr Houston, TX 77045					K-5 th	100	60			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/30/2021			12/16/2021			15			
Spring Term			01/04/2022			05/20/2022			19			
Summer Term			06/06/2022			07/08/2022			5			
Total number of weeks:									39			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Astro Camp-Johnson Space Center Field Trip Virtual Club Experience- as needed										

Parent/Legal Guardian Activities	Parent University: parent/adult education; Family MATH Night; Special Holiday Family Events
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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	101912121	Bruce Elementary 510 Jensen Dr. Houston, TX 77020					K-5 th	100	60				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/30/2021			12/16/2021			15				
Spring Term			01/04/2022			05/20/2022			19				
Summer Term			06/06/2022			07/08/2022			5				
Total number of weeks:									39				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:00	6:00			3:00	6:00	8:30			2:30	
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30	
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30	
Thursday			3:00	6:00			3:00	6:00	8:30			2:30	
Friday			3:00	6:00			3:00	6:00	8:30			2:30	
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Astro Camp-Johnson Space Center Field Trip Virtual Club Experience- as needed											

Parent/Legal Guardian Activities	Parent University: parent/adult education; Family MATH Night; Special Holiday Family Events
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Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101912237	Scarborough Elementary 4610 E Crosstimbers St. Houston, TX 77092					K-5 th	115	60			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/30/2021			12/16/2021			15			
Spring Term			01/04/2022			05/20/2022			19			
Summer Term			06/06/2022			07/08/2022			5			
Total number of weeks:									39			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Astro Camp-Johnson Space Center Field Trip Virtual Club Experience- as needed										
Parent/Legal Guardian Activities		Parent University: parent/adult education; Family MATH Night; Special Holiday Family Events; Latino Family Literacy Project										



**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

Memorandum of Understanding

between

Boys & Girls Clubs of Greater Houston, Inc.

and

Lamar Consolidated Independent School District

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Boys & Girls Clubs of Greater Houston (BGCGH or Club) and Lamar Consolidated Independent School District (LCISD or District), who will collaborate to provide 21st Century Community Learning Center program services to students and their families attending Jackson Elementary School and George Jr. High school, a targeted support and improvement designated school, with a focus on students in the Navarro Middle of George Jr. High School.

Fiscal Agent: Boys & Girls Clubs of Greater Houston

Representative: Zena S. Campbell, MPA
Position: Vice President of Program Services & Club Operations
Address: 815 Crosby Street, Houston, TX 77019
Telephone: (713) 400-2940
E-mail: zcampbell@bgcgh.org

School District Partner: Lamar Consolidated Independent School District

Representative: Dr. Thomas Randle
Position: Superintendent
Address: 3911 Avenue I, Rosenberg, TX 77471
Telephone: (832) 223-0000
E-mail: terandle@lcisd.org

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 Texas 21st Century Community Learning Center (21st CCLC)/Texas Afterschool Centers on Education.

BGCGH and LCISD will work collaboratively on the outlined shared goals and work collaboratively towards sustainability of the newly established programs within the District. Sustainability strategies, under the leadership of the Advisory Council, include working together to seek new funding sources through local philanthropic and other governmental sources and seeking new community partners to contribute additional resources.

At the time of this MOU, a program of this nature is not accessible to students targeted by this ACE program. At least 65% of program participants will consist of students who attend a campus designated as a comprehensive or targeted support and improvement campus for 2020-21 and which has an at-risk population greater than the state average, as listed in the most recent Texas Academic Performance Report. In addition, students enrolled in the program will be those who may be at risk for academic failure, dropping out of school, involvement of criminal or delinquent activities, and/or who lack strong positive role models.



**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

Further, this program will integrate with the Lamar CISD initiative designed to increase student academic outcomes.

This agreement is to establish and coordinate joint processes and procedures for the provision of the Texas ACE program to achieve the following shared goals, developed jointly by the parties based on student needs and consistent with the purpose of the 21st Century program :

Goal 1: 70% of regularly attending students will show improved academic achievement (emphasis on ELL/LEP).

Goal 2: 90% of regularly attending students will show improvement in school attendance.

Goal 3: 70% of regularly attending students will show improvement in social emotional competencies.

Goal 4: 85% of regularly attending students will be promoted to the next grade level

Goal 5: 80% of regularly attending students will be on-track for graduation.

Goal 6: 40% of families or parents of program participants will demonstrate understanding of soft skills to support their child's education.

Goal 7: 65% of students will have increased access of designated, at-risk students to high quality Texas ACE programs.

B. Duties of Parties

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

BGCGH agrees to:

1. Serve as the fiscal agent for the grant;
2. Provide high-quality afterschool and summer learning services to all youth participating in the ACE programs for a minimum of 35 weeks per year across all terms (29 weeks during the school year and six weeks during the summer), and for a minimum of five days per week, 15 hours per week.
3. Hire and supervise program staff: Project Director (PD), Family Engagement Specialist (FES), Campus Site Coordinators (SCs).
4. Hire teachers to tutor and provide other academic enrichment aligned to the school day curriculum.
5. Develop and maintain systems for communication and information-sharing with school day staff, particularly to support academic program components;
6. Work effectively with school day partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation;
7. Purchase necessary materials and supplies for designated program components in accordance with the ACE program budget;
8. Lead recruitment of program participants and community partners;
9. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;
10. Provide an orientation to all school personnel on the ACE program;

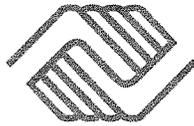


**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

11. Provide reports including number of youth served and program impact including tracking sign in and sign out;
12. Provide a quarterly meeting with LCISD District representatives;
13. Provide daily meals and snacks through partnership with local food service provider.
14. Provide family engagement activities to the families of ACE program participants
15. Complete all paperwork related to the program in a timely manner;
16. Participate in the evaluation of the afterschool program at the local, state, and federal levels;
17. Collaborate with community partners to develop long-term sustainability plan for the ACE program;
18. Collaborate with LCISD to integrate writing activities across content areas, high level questioning techniques, and student discourse in content areas.

LCISD agrees to:

1. Assign a school staff member to serve as the primary contact for the ACE program who will assist in the development and maintenance of systems for communication and information-sharing with ACE program staff, particularly as it seeks to strengthen linkage between ACE academic support programs and school-day instruction.
2. Actively support the involvement of teachers and other school day staff in the ACE program, including teachers/staff that may be employed by the program;
3. Provide one teacher to serve as academic liaison to assist in ACE program curricula.
4. Include key ACE program messages in school communication to teachers, parents and other LCISD stakeholders.
5. Assist in engaging parents to participate and support the program.
6. Assist in the recruitment and identification of at-risk, high-need students for the ACE program
7. Provide custodial services during the regular school year and summer at no cost to BGCGH
8. Provide in-kind ample dedicated school space for daily programming as deemed appropriate by the campus principal and each Site Coordinator (including but not limited to Cafeteria, Library access, playground access, appropriate number of classrooms, and 1 office space for the Site Coordinator)
9. Provide in-kind bus transportation up to three buses per campus each day during the 29-week school year program and the six-week summer program. Consolidate summer programs to one or two locations, if feasible.
10. Provide campus-level orientation and building walk-through with campus principal to ensure program alignment with campus policies, procedure and expectations
11. Provide the Site Coordinators at each school site with two keys and door fobs. While the key and fob may be given to club staff for use during program hours, they must be returned to and remain in the Site Coordinator's possession at the end of each day.
12. Complete all paperwork related to the program in a timely manner;
13. Participate in the evaluation of the afterschool program at the local, state, and federal levels, including data-sharing requirements to support the program's ongoing evaluation and improvement.
14. Participate in the Advisory Council and assist the development and implementation of a long-term sustainability plan, working in coordination with the District's Board of Trustees and BGCGH.
15. Comply with requirements for data collection and student, teacher, principal and parent surveys.



**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

Memorandum of Understanding

between

Boys & Girls Clubs of Greater Houston, Inc.

and

Houston Independent School District

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Boys & Girls Clubs of Greater Houston (BGCGH or Club) and Houston Independent School District (HISD or District), who will collaborate to provide 21st Century Community Learning Center program services to students and their families attending **Bruce Elementary School, Scarborough Elementary, and Grissom Elementary.**

Fiscal Agent: Boys & Girls Clubs of Greater Houston

Representative: Zena S. Campbell, MPA
Position: Vice President of Program Services & Club Operations
Address: 815 Crosby Street, Houston, TX 77019
Telephone: (713) 400-2940
E-mail: zcampbell@bgcgh.org

School District Partner: Houston Independent School District

Representative: Grenita F. Lathan, Ph.D.
Position: Interim Superintendent of Schools
Address: 4400 West 18th Street, Houston, Texas 77092-8501
Telephone: (713) 556-6300
E-mail: HISDSuperintendent@HoustonISD.org

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 Texas 21st Century Community Learning Center (21st CCLC)/Texas Afterschool Centers on Education.

BGCGH and HISD will work collaboratively on the outlined shared goals and work collaboratively towards sustainability of the newly established programs within the District. Sustainability strategies, under the leadership of the Advisory Council, include working together to seek new funding sources through local philanthropic and other governmental sources and seeking new community partners to contribute additional resources.

At the time of this MOU, a program of this nature is not accessible to students targeted by this ACE program. At least 65% of program participants will consist of students who attend a campus designated as a comprehensive or targeted support and improvement campus for 2020-21 and which has an at-risk population greater than the state average, as listed in the most recent Texas Academic Performance Report. In addition, students enrolled in the program will be those who may be at risk for academic failure, dropping out of school, involvement of criminal or delinquent activities, and/or who lack strong positive role models.



**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

Further, this program will integrate with the ACHIEVE 180 District initiative designed to increase student academic outcomes. The percentage of students reading and writing at or above grade level from grades 3 through English II will increase by three percentage points throughout the grant awarded years of program.

This agreement is to establish and coordinate joint processes and procedures for the provision of the Texas ACE program to achieve the following shared goals, developed jointly by the parties based on student needs and consistent with the purpose of the 21st Century program:

Goal 1: 70% of regularly attending students will show improved academic achievement (emphasis on ELL/LEP).

Goal 2: 90% of regularly attending students will show improvement in school attendance.

Goal 3: 70% of regularly attending students will show improvement in social emotional competencies.

Goal 4: 85% of regularly attending students will be promoted to the next grade level

Goal 5: 80% of regularly attending students will be on-track for graduation.

Goal 6: 40% of families or parents of program participants will demonstrate understanding of soft skills to support their child's education.

Goal 7: 65% of students will have increased access of designated, at-risk students to high quality Texas ACE programs.

B. Duties of Parties

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

BGCGH agrees to:

1. Serve as the fiscal agent for the grant;
2. Provide high-quality afterschool and summer learning services to all youth participating in the ACE programs for a minimum of 35 weeks per year across all terms (29 weeks during the school year and six weeks during the summer), and for a minimum of five days per week, 15 hours per week.
3. Hire and supervise program staff: Project Director (PD), Family Engagement Specialist (FES), Campus Site Coordinators (SCs).
4. Hire teachers to tutor and provide other academic enrichment aligned to the school day curriculum.
5. Develop and maintain systems for communication and information-sharing with school day staff, particularly to support academic program components;
6. Work effectively with school day partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation;
7. Purchase necessary materials and supplies for designated program components in accordance with the ACE program budget;
8. Lead recruitment of program participants and community partners;



**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

9. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;
10. Provide an orientation to all school personnel on the ACE program;
11. Provide reports including number of youth served and program impact including tracking sign in and sign out;
12. Provide a quarterly meeting with HISD District representatives;
13. Provide daily meals and snacks through partnership with local food service provider.
14. Provide family engagement activities to the families of ACE program participants
15. Complete all paperwork related to the program in a timely manner;
16. Participate in the evaluation of the afterschool program at the local, state, and federal levels;
17. Collaborate with community partners to develop long-term sustainability plan for the ACE program;
18. Collaborate with HISD to integrate the ACHIEVE 180 District initiative

HISD agrees to:

1. Assign a school staff member to serve as the primary contact for the ACE program who will assist in the development and maintenance of systems for communication and information-sharing with ACE program staff, particularly as it seeks to strengthen linkage between ACE academic support programs and school-day instruction.
2. Actively support the involvement of teachers and other school day staff in the ACE program, including teachers/staff that may be employed by the program;
3. Provide one teacher to serve as academic liaison to assist in ACE program curricula.
4. Include key ACE program messages in school communication to teachers, parents and other HISD stakeholders.
5. Assist in engaging parents to participate and support the program.
6. Assist in the recruitment and identification of at-risk, high-need students for the ACE program
7. Provide custodial services during the regular school year and summer at no cost to BGCGH
8. Provide in-kind ample dedicated school space for daily programming as deemed appropriate by the campus principal and each Site Coordinator (including but not limited to Cafeteria, Library access, playground access, appropriate number of classrooms, and 1 office space for the Site Coordinator)
9. Provide in-kind bus transportation up to three buses per campus each day during the 29-week school year program and the six-week summer program. Consolidate summer programs to one or two locations, if feasible.
10. Provide campus-level orientation and building walk-through with campus principal to ensure program alignment with campus policies, procedure and expectations
11. Provide the Site Coordinators at each school site with two keys and door fobs. While the key and fob may be given to club staff for use during program hours, they must be returned to and remain in the Site Coordinator's possession at the end of each day.
12. Complete all paperwork related to the program in a timely manner;
13. Participate in the evaluation of the afterschool program at the local, state, and federal levels, including data-sharing requirements to support the program's ongoing evaluation and improvement.
14. Participate in the Advisory Council and assist the development and implementation of a long-term sustainability plan, working in coordination with the District's Board of Trustees and BGCGH.
15. Comply with requirements for data collection and student, teacher, principal and parent surveys.



**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

- 16. Commit to partnering in developing long-term program sustainability plan for the ACE program.

C. Advisory Council Roles and Responsibilities

Both BGCCH and the District will participate in the Advisory Council. The make-up of the Advisory Council will be as follows: Project Director, BGCCH Vice President of Program Services & Club Operations, District Superintendent or designee, School Principals, teachers, and the Site Coordinators. In addition, parents, students and community partners, including - Communities in Schools, Family Services, community health center, community family development center, WIC, Family Houston, and other pertinent partners will join the Advisory Council.

All major activities of the Texas ACE program will be reported to the Advisory Council by the Project Director. The Advisory Council will meet at least four times per year, or as needed, to provide advice on programmatic improvements, proposed budget modifications, sustainability efforts, and involvement in enrichment activities. The Program Director will maintain a list of names and organizations represented which will be used for recruiting new members as well as regular communications. BGCCH will work with the Advisory Council in the development and implementation of a long-term sustainability plan, working in coordination with the District's Board of Trustees and After School/Grants dept.

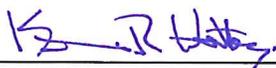
D. Duration

This MOU shall commence on July 1, 2021 pending a funded Texas ACE program and shall continue for the duration of the Texas ACE program.

Signatures

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

BOYS & GIRLS CLUBS OF GREATER HOUSTON, INC.



Kevin Hattery
President & CEO

1.19.2021

Date

HISD



Grenita F. Lathan, Ph.D.
HISD Interim Superintendent of Schools

1/11/2021

Date

Subject to Board and TEA approvals



**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

Memorandum of Understanding

between

Boys & Girls Clubs of Greater Houston, Inc.

and

Pasadena Independent School District

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Boys & Girls Clubs of Greater Houston (BGCGH or Club) and Pasadena Independent School District (PISD or District), who will collaborate to provide 21st Century Community Learning Center program services to students and their families attending Hancock Elementary School and Sam Rayburn High School.

Fiscal Agent: Boys & Girls Clubs of Greater Houston

Representative: Zena S. Campbell, MPA
Position: Vice President of Program Services & Club Operations
Address: 815 Crosby Street, Houston, TX 77019
Telephone: (713) 400-2940
E-mail: zcampbell@bgcgh.org

School District Partner: Pasadena Independent School District

Representative: Dr. DeeAnn Powell, Ed. D.
Position: Superintendent of Schools
Address: 1515 Cherrybrook Lane, Pasadena, Texas 77502
Telephone: 713-740-0242 Ext.70244
E-mail: DAPowell@pasadenaisd.org

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 Texas 21st Century Community Learning Center (21st CCLC)/Texas Afterschool Centers on Education.

BGCGH and PISD will work collaboratively on the outlined shared goals and work collaboratively towards sustainability of the newly established programs within the District. Sustainability strategies, under the leadership of the Advisory Council, include working together to seek new funding sources through local philanthropic and other governmental sources and seeking new community partners to contribute additional resources.

At the time of this MOU, a program of this nature is not accessible to students targeted by this ACE program. At least 65% of program participants will consist of students who attend a campus designated as a comprehensive or targeted support and improvement campus for 2020-21 and which has an at-risk population greater than the state average, as listed in the most recent Texas Academic Performance Report. In addition, students enrolled in the program will be those who may be at risk for academic failure, dropping out of school, involvement of criminal or delinquent activities, and/or who lack strong positive role models.



**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

Further, this program will integrate with the SEL and Trauma District initiative designed to support staff and students.

This agreement is to establish and coordinate joint processes and procedures for the provision of the Texas ACE program to achieve the following shared goals, developed jointly by the parties based on student needs and consistent with the purpose of the 21st Century program :

Goal 1: 70% of regularly attending students will show improved academic achievement (emphasis on ELL/LEP).

Goal 2: 90% of regularly attending students will show improvement in school attendance.

Goal 3: 70% of regularly attending students will show improvement in social emotional competencies.

Goal 4: 85% of regularly attending students will be promoted to the next grade level

Goal 5: 80% of regularly attending students will be on-track for graduation.

Goal 6: 40% of families or parents of program participants will demonstrate understanding of soft skills to support their child's education.

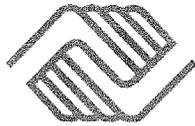
Goal 7: 65% of students will have increased access of designated, at-risk students to high quality Texas ACE programs.

B. Duties of Parties

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

BGCGH agrees to:

1. Serve as the fiscal agent for the grant;
2. Provide high-quality afterschool and summer learning services to all youth participating in the ACE programs for a minimum of 35 weeks per year across all terms (29 weeks during the school year and six weeks during the summer), and for a minimum of five days per week, 15 hours per week.
3. Hire and supervise program staff: Project Director (PD), Family Engagement Specialist (FES), Campus Site Coordinators (SCs).
4. Hire teachers to tutor and provide other academic enrichment aligned to the school day curriculum.
5. Develop and maintain systems for communication and information-sharing with school day staff, particularly to support academic program components;
6. Work effectively with school day partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation;
7. Purchase necessary materials and supplies for designated program components in accordance with the ACE program budget;
8. Lead recruitment of program participants and community partners;
9. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;
10. Provide an orientation to all school personnel on the ACE program;



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11. Provide reports including number of youth served and program impact including tracking sign in and sign out;
12. Provide a quarterly meeting with PISD District representatives;
13. Provide daily meals and snacks through partnership with local food service provider.
14. Provide family engagement activities to the families of ACE program participants
15. Complete all paperwork related to the program in a timely manner;
16. Participate in the evaluation of the afterschool program at the local, state, and federal levels;
17. Collaborate with community partners to develop long-term sustainability plan for the ACE program;
18. Collaborate with PISD to integrate the SEL and Trauma District initiative

PISD agrees to:

1. Assign a school staff member to serve as the primary contact for the ACE program who will assist in the development and maintenance of systems for communication and information-sharing with ACE program staff, particularly as it seeks to strengthen linkage between ACE academic support programs and school-day instruction.
2. Actively support the involvement of teachers and other school day staff in the ACE program, including teachers/staff that may be employed by the program;
3. Provide one teacher to serve as academic liaison to assist in ACE program curricula.
4. Include key ACE program messages in school communication to teachers, parents and other PISD stakeholders.
5. Assist in engaging parents to participate and support the program.
6. Assist in the recruitment and identification of at-risk, high-need students for the ACE program
7. Provide custodial services during the regular school year and summer at no cost to BGCGH
8. Provide in-kind ample dedicated school space for daily programming as deemed appropriate by the campus principal and each Site Coordinator (including but not limited to Cafeteria, Library access, playground access, appropriate number of classrooms, and 1 office space for the Site Coordinator)
9. Provide in-kind bus transportation up to three buses per campus each day during the 29-week school year program and the six-week summer program. Consolidate summer programs to one or two locations, if feasible.
10. Provide campus-level orientation and building walk-through with campus principal to ensure program alignment with campus policies, procedure and expectations
11. Provide the Site Coordinators at each school site with two keys and door fobs. While the key and fob may be given to club staff for use during program hours, they must be returned to and remain in the Site Coordinator's possession at the end of each day.
12. Complete all paperwork related to the program in a timely manner;
13. Participate in the evaluation of the afterschool program at the local, state, and federal levels, including data-sharing requirements to support the program's ongoing evaluation and improvement.
14. Participate in the Advisory Council and assist the development and implementation of a long-term sustainability plan, working in coordination with the District's Board of Trustees and BGCGH.
15. Comply with requirements for data collection and student, teacher, principal and parent surveys.
16. Commit to partnering in developing long-term program sustainability plan for the ACE program.



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C. Advisory Council Roles and Responsibilities

Both BGCCH and the District will participate in the Advisory Council. The make-up of the Advisory Council will be as follows: Project Director, BGCCH Vice President of Program Services & Club Operations, District Superintendent or designee, School Principals, teachers, and the Site Coordinators. In addition, parents, students and community partners, including - Communities in Schools, Family Services, community health center, community family development center, WIC, Family Houston, and other pertinent partners will join the Advisory Council.

All major activities of the Texas ACE program will be reported to the Advisory Council by the Project Director. The Advisory Council will meet at least four times per year, or as needed, to provide advice on programmatic improvements, proposed budget modifications, sustainability efforts, and involvement in enrichment activities. The Program Director will maintain a list of names and organizations represented which will be used for recruiting new members as well as regular communications. BGCCH will work with the Advisory Council in the development and implementation of a long-term sustainability plan, working in coordination with the District's Board of Trustees and Special Programs Department.

D. Duration

This MOU shall commence on July 1, 2021 pending a funded Texas ACE program and shall continue for the duration of the Texas ACE program.

Signatures

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

BOYS & GIRLS CLUBS OF GREATER HOUSTON, INC.

Kevin Hattery
President & CEO

1.19.2021

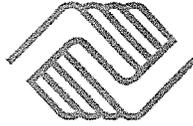
Date

RISD

Dr. DeeAnn Powell, Ed. D.
Superintendent of Schools

1/13/21

Date



**BOYS & GIRLS CLUBS
OF GREATER HOUSTON**

Memorandum of Understanding

between

Boys & Girls Clubs of Greater Houston, Inc.

and

Spring Branch Independent School District

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Boys & Girls Clubs of Greater Houston (BGCGH or Club) and Spring Branch Independent School District (SBISD or District), who will collaborate to provide 21st Century Community Learning Center program services to students and their families attending Sherwood Elementary School, Shadow Oaks Elementary, and Landrum Middle School.

Fiscal Agent: Boys & Girls Clubs of Greater Houston

Representative: Zena S. Campbell, MPA
Position: Vice President of Program Services & Club Operations
Address: 815 Crosby Street, Houston, TX 77019
Telephone: (713) 400-2940
E-mail: zcampbell@bgcgh.org

School District Partner: Spring Branch Independent School District

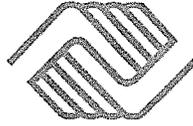
Representative: Jennifer Blaine, Ed.D.
Position: Superintendent
Address: 955 Campbell Road, Houston TX 77024
Telephone: (713) 464 -1511
E-mail: Jennifer.Blaine@springbranchisd.com

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 Texas 21st Century Community Learning Center (21st CCLC)/Texas Afterschool Centers on Education.

BGCGH and SBISD will work collaboratively on the outlined shared goals and work collaboratively towards sustainability of the newly established programs within the District. Sustainability strategies, under the leadership of the Advisory Council, include working together to seek new funding sources through local philanthropic and other governmental sources and seeking new community partners to contribute additional resources.

At the time of this MOU, a program of this nature is not accessible to students targeted by this ACE program. At least 65% of program participants will consist of students who attend a campus designated as a comprehensive or targeted support and improvement campus for 2020-21 and which has an at-risk population greater than the state average, as listed in the most recent Texas Academic Performance Report. In addition, students enrolled in the program will be those who may be at risk for academic failure, dropping out of school, involvement of criminal or delinquent activities, and/or who lack strong positive role models.



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Further, this program will integrate with the district priorities of literacy & numeracy for all schools and career & technical education for Landrum Middle School, which provide the framework to increase student academic outcomes.

This agreement is to establish and coordinate joint processes and procedures for the provision of the Texas ACE program to achieve the following shared goals, developed jointly by the parties based on student needs and consistent with the purpose of the 21st Century program:

Goal 1: 70% of regularly attending students will show improved academic achievement (emphasis on ELL/LEP).

Goal 2: 90% of regularly attending students will show improvement in school attendance.

Goal 3: 70% of regularly attending students will show improvement in social emotional competencies.

Goal 4: 85% of regularly attending students will be promoted to the next grade level

Goal 5: 80% of regularly attending students will be on-track for graduation.

Goal 6: 40% of families or parents of program participants will demonstrate understanding of soft skills to support their child's education.

Goal 7: 65% of students will have increased access of designated, at-risk students to high quality Texas ACE programs.

B. Duties of Parties

The BGCGH and the District will collaborate to implement the Texas ACE program, with each partner committing to the following responsibilities.

BGCGH agrees to:

1. Serve as the fiscal agent for the grant;
2. Provide high-quality afterschool and summer learning services to all youth participating in the ACE programs for a minimum of 35 weeks per year across all terms (29 weeks during the school year and six weeks during the summer), and for a minimum of five days per week, 15 hours per week.
3. Hire and supervise program staff: Project Director (PD), Family Engagement Specialist (FES), Campus Site Coordinators (SCs).
4. Hire teachers to tutor and provide other academic enrichment aligned to the school day curriculum.
5. Develop and maintain systems for communication and information-sharing with school day staff, particularly to support academic program components;
6. Work effectively with school day partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation;
7. Purchase necessary materials and supplies for designated program components in accordance with the ACE program budget;
8. Lead recruitment of program participants and community partners;
9. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;
10. Provide an orientation to all school personnel on the ACE program;



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11. Provide reports including number of youth served and program impact including tracking sign in and sign out;
12. Provide a quarterly meeting with SBISD District representatives;
13. Provide daily meals and snacks through partnership with local food service provider.
14. Provide family engagement activities to the families of ACE program participants
15. Complete all paperwork related to the program in a timely manner;
16. Participate in the evaluation of the afterschool program at the local, state, and federal levels;
17. Collaborate with community partners to develop long-term sustainability plan for the ACE program;
18. Collaborate with SBISD to integrate with the district priorities of literacy & numeracy for all schools and career & technical education for Landrum Middle School.

SBISD agrees to:

1. Assign a school staff member to serve as the primary contact for the ACE program who will assist in the development and maintenance of systems for communication and information sharing with ACE program staff, particularly as it seeks to strengthen linkage between ACE academic support programs and school-day instruction.
2. Actively support the involvement of teachers and other school day staff in the ACE program, including teachers/staff that may be employed by the program;
3. Provide one teacher to serve as academic liaison to assist in ACE program curricula.
4. Include key ACE program messages in school communication to teachers, parents and other SBISD stakeholders.
5. Assist in engaging parents to participate and support the program.
6. Assist in the recruitment and identification of at-risk, high-need students for the ACE program
7. Provide custodial services during the regular school year and summer when district buildings would normally be open.
8. Provide in-kind ample dedicated school space for daily programming as deemed appropriate by the campus principal and each Site Coordinator (including but not limited to cafeteria, library access, playground access, appropriate number of classrooms, and one office space for the Site Coordinator)
9. Provide in-kind bus transportation up to three buses per campus each day during the 29-week school year program and the six-week summer program. Consolidate summer programs to one or two locations, if feasible.
10. Provide campus-level orientation and building walk-through with campus principal to ensure program alignment with campus policies, procedure and expectations
11. Provide the Site Coordinators at each school site with two keys and door fobs. While the key and fob may be given to club staff for use during program hours, they must be returned to and remain in the Site Coordinator's possession at the end of each day.
12. Complete all paperwork related to the program in a timely manner;
13. Participate in the evaluation of the afterschool program at the local, state, and federal levels, including data-sharing requirements to support the program's ongoing evaluation and improvement.
14. Participate in the Advisory Council and assist the development and implementation of a long-term sustainability plan, working in coordination with the District's Board of Trustees and BGCGH.
15. Comply with requirements for data collection and student, teacher, principal and parent surveys.



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16. Commit to partnering in developing long-term program sustainability plan for the ACE program.

C. Advisory Council Roles and Responsibilities

Both BGCGH and the District will participate in the Advisory Council. The make-up of the Advisory Council will be as follows: Project Director, BGCGH Vice President of Program Services & Club Operations, District Superintendent or designee, School Principals, teachers, and the Site Coordinators. In addition, parents, students and community partners, including - Communities in Schools, Family Services, Spring Branch Community health center, Spring Branch Community Family Development Center, WIC, Family Houston, and other pertinent partners will join the Advisory Council.

The Project Director will report all major activities of the Texas ACE program to the Advisory Council. The Advisory Council will meet at least four times per year, or as needed, to provide advice on programmatic improvements, proposed budget modifications, sustainability efforts, and involvement in enrichment activities. The Program Director will maintain a list of names and organizations represented to use for recruiting new members as well as regular communications. BGCGH will work with the Advisory Council in the development and implementation of a long-term sustainability plan, working in coordination with the District's Board of Trustees, Community Engagement Team and Grants Department.

D. Duration

This MOU shall commence on July 1, 2021 pending a funded Texas ACE program and shall continue for the duration of the Texas ACE program.

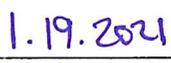
Signatures

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

BOYS & GIRLS CLUBS OF GREATER HOUSTON, INC.

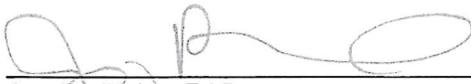


Kevin Hattery
President & CEO

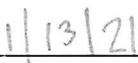


Date

SBISD



Jennifer Blaine, Ed.D.
SBISD School Superintendent



Date