TEA
Texas Education Agency®

2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1
Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

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 **08/01/2023** to **07/31/2024**   **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 the Austin Area

Campus name: [   ] CDN 227-901 | Vendor ID 74-6087356 | ESC 13 | UEI 826268518

Address 6648 Ed Buestein Blvd | City Austin | ZIP 78723 | Phone 512-444-7199

Primary Contact Kedrick Jeffries | Email kedrick.jeffries@bgcaustin.org | Phone 512-444-7199

Secondary Contact Sarah Bybee | Email sarah.bybee@bgcaustin.org | Phone 512-444-7199

2. Certification and Incorporation

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

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

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

Authorized Official Name Gordon Butler | Title CEO | Email gordon.butler@bgcaustin.org

Phone 512-444-7199 | Signature *G. Butler* | Date 1/20/2023

Grant Writer Name Sarah Bybee | Signature *Sarah Bybee* | Date 1/20/2023

⦿ Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.

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

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 NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:
- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

The Boys & Girls Clubs of the Austin Area (BGCAA) completed a comprehensive needs assessment using a variety of data sources including Texas Academic Performance Reports (TAPR), Youth Services Mapping (YSM) tool, state-level interactive dashboards, stakeholder surveys at each campus, and interviews with AISD central office. From the assessment, four recurring needs were apparent: Academic Support, Mental Health Support, High-Quality Enrichment Opportunities, and Family Support.

Academic Support: The 2020-21 TAPR shows all campuses included in this application report less than 45% of their students meeting grade level in math and reading, which teachers and families also reported as their highest priority. Further, the impact of summer learning loss can create a gap of up to three grade levels for low-income students by fifth grade (Augustine et al., 2018). BGCAA will support academic achievement through its "Power Hour" program which includes general academic support and homework help, High Impact Tutoring (HIT) using High Quality Instructional Materials (HQIM), small group tutoring, summer instruction, and family engagement in academic achievement.

Mental Health Support: In 2020, over half a million Texas children ages 3-17 experienced depression or anxiety, a 23% increase from 2016 (Wong, 2022). BGCAA supports positive mental health for youth by offering programs in mental health literacy, social and emotional skill development, and social well-being. Utilizing external funding, a licensed professional will be hired as a Director of Mental Health Programs to oversee these programs at all sites.

High-Quality Enrichment Opportunities: Youth access to enrichment activities is highly dependent on family income (McCombs et al., 2017). All proposed centers are Title 1 schools with concentrations of economically disadvantaged youth above the district average. Using AISD's YSM tool and consultation with AISD staff, BGCAA identified program service gaps at the proposed campuses. BGCAA offers a variety of enrichment opportunities to youth including STEM, art, workforce development, character and leadership development, and healthy lifestyles programming.

Family Support: To support working families BGCAA provides out-of-school time care year-round. To address the additional needs reported by families, BGCAA will host family events such as Family Cooking Classes, Financial Literacy Classes, and School Supply Drives, monthly, at each location.

The number of at-risk students was used for each school to calculate a total targeted participation goal of 660. This was calculated by serving at least 25% and 5% of at-risk youth in elementary and secondary campuses respectively. From this, the targeted family participation was calculated to serve at least one-third of the student program participants' adult family members (220).

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

RFA/SAS # | 701-21-102/180-24 | 2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1 | Page 2 of 13

5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

BGCAA has an established Continuous Quality Improvement (CQI) cycle. Performance and risk are reported at three levels of governance: center-level, department-level, and organization-level. SMART goals and state activities for continuous improvement will be integrated into BGCAA's Operational Plan with established benchmarks and review periods for each quarter. The SMART goals for academic performance can be measured by using STAAR results, reading and math course grades, and school day attendance available in eCST (Electronic Child Study Team) database. The SMART goal to improve student engagement in learning will be benchmarked by conducting a mid-year teacher perception survey. The SMART goal to improve family engagement will be benchmarked by center-specific attendance tracking which is routinely done for every activity conducted.

Operational Plans are created in collaborative settings using lessons learned from previous years. BGCAA's consistent presence at these campuses has enabled the organization to develop proven strategies for success, some examples are included below.

To recruit students, BGCAA and school staff will host back-to-school events, open houses, and parent orientations. To retain students, BGCAA will provide engaging enrichment activities, incentive programs, and Club alumni networks.

Family needs are determined by BGCAA needs assessments. Engagement in family events is encouraged through printed materials, direct outreach, and ClassDojo. Quarterly satisfaction surveys assess the effectiveness of activities and enact appropriate changes. All materials, surveys, and assessments are offered in English and Spanish to maximize adult engagement.

Staff are recruited through paid Indeed adverts, tabling at job fairs, marketing campaigns on social media, referral bonuses, and partnerships with local university programs such as UTeach at the University of Texas at Austin.

BGCAA maintains strong program operations through annual reviews of, updates to, and training on the organizational safety plan. Safety drills are executed at all centers each semester. Club operations and data security observations are conducted semesterly across all centers.

BGCAA will use TEKS aligned lesson plans for enrichment activities and integrate HQIM to align with the school day. BGCAA safety plans and drills will follow Standard Response Protocol used in AISD schools.

To monitor the fidelity of program implementation, BGCAA uses David P. Weikart's Youth Program Quality Assessment (YPQA) tool. All staff are required to take The Weikart Center training modules which teach research-validated practices for high-quality out-of-school time programming. Further, observations using the YPQA tool are conducted by certified staff at each center at least once each semester. Lastly, supplemental stakeholder satisfaction data is collected from youth, teachers, caregivers, and BGCAA staff to inform program implementation.

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

RFA/SAS # | 701-21-102/180-24 | **2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1** | Page 3 of 13

6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the <u>state activities for continuous improvement</u> will be utilized for project evaluation and modification.

BGCAA utilizes a CQI cycle of "Plan – Do – Check – Act".

Plan: SMART goals, combined with the Blueprint, will inform the center-level Operational Plan by including activities that meet the "Optimizing" standard. For example, monthly pulse checks will be conducted to collect youth feedback on the emotional climate of the program (Qi 28).

Do: TEA's training and resources will be part of regular operations within the center and department-level Operational Plans. These resources include TX ACE Website, OSTI-CON, HQIM, HIT, Technical Assistance, and Texas ACE Resource Network. For example, all HIT tutors will complete training on using the HQIM.

Check: Monthly, data from TX 21st will be used to check center-level performance. Quarterly, feedback from the center-level quality assurance process will be used to evaluate center-level performance. Annually, State and Local Evaluation reports will be used to evaluate grant performance.

Act: Following analysis of the data, improvement actions will be identified each quarter and added to the Operational Plan. For example, scheduling monthly meetings to discuss school attendance with families of youth that are chronically absent. An annual review of grant performance will be conducted in accordance with The Texas ACE Capacity Development Process.

7. 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 applicant provides assurance that they accept and will comply with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

☒ 2. 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.

☒ 3. 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.

☒ 4. 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.

☒ 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.

☒ 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, 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.

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

RFA/SAS # | 701-21-102/180-24 | 2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1 | Page 4 of 13

8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

BGCAA has a track record of demonstrated positive impact on student academic performance at the proposed centers throughout the course of the Cycle grants. In the most recent Cycle 10 report, BGCAA ACE program participants had greater academic achievement than comparative non-program participants across all areas measured: Reading, Math, and GPA. The proven practices used to achieve these results, as well as program enhancements, are detailed below.

Targeted academic support: BGCAA focuses on attendance, behavior, and course performance when providing academic support as these factors are commonly identified as key predictors of student outcomes (Bruce et al., 2011).

Attendance: To support improved school attendance, BGCAA requires same-day school attendance for youth to attend after-school programming. BGCAA has existing attendance incentives for youth such as Club 105, which rewards youth that attended 105 days or more of programming. Leveraging external funding, these incentives will be expanded to include school-time attendance by rewarding youth with greater than 90% attendance.

Behavior: To support youth in developing the skills they need to effectively cope with behavioral challenges they may face during the school day, BGCAA offers mental health programming in several areas including mental health literacy, social-emotional skill development, and social wellbeing. For example, Be A Star, a program developed by WWE and the Yale Center for Emotional Intelligence, supports youth in developing emotional intelligence skills by using the evidence-based RULER framework to reduce bullying.

Course Performance: Targeted academic support will be offered for up to 24 youth at each elementary center through HIT, using HQIM. At the secondary level, math and English small group tutoring will be available to selected youth, with a maximum ratio of 1:5. All targeted academic support will be delivered by highly qualified personnel with a priority on hiring certified teachers at each center. General academic support will be offered to all youth through BGCAA's Power Hour program. This program will be delivered by BGCAA staff at a maximum ratio of 1:15 and includes homework help, age-appropriate educational games like PBS kids, and high-yield learning activities. The impact of summer learning loss can be eliminated if academic instruction is offered for three to four hours a day for five to six weeks (Augustine et al., 2018). BGCAA will offer three hours of academic instruction each day for a period of seven weeks during summer to all youth. Academic instruction activities will include reading and math support, applied learning, ACT/SAT prep, college readiness, and workforce readiness.

Student Interest-Based Enrichment: BGCAA offers a variety of enrichment opportunities based on the needs, interests, and accessibility to youth including STEM, art, workforce development, character and leadership development, and healthy lifestyles programming. Youth are offered choice in program selection and interest feedback is collected throughout the year to tailor program offerings to the specific interests of youth. All enrichment programs offered are grounded in research and support student academic achievement. For example, BGCAA partnered with PBS to provide a K-2nd youth coding program, PBS KIDS ScratchJr. Coding and computational thinking programs at this age-level improve executive functioning which supports improved long-term academic achievement (Arfé et al., 2019). Similarly, BGCAA's Healthy Lifestyles program, Healthy LifeStars, has a positive effect on youth academic performance by supporting youth to become healthier individuals (Basch, 2011). The program teaches youth how small habits build to bigger change and reinforces the three evidence-based healthy life habits: I Eat Right, I am Active & I can do it.

Family Engagement: Activities are crucial to involve families in the academic achievement of their youth (Wilder, 2014). By providing access to learning workshops, health and education resources, and physical resources BGCAA encourages family learning while ensuring family needs are met. Additionally, family events like health fairs, nutrition classes, and parenting classes are facilitated to promote a holistic approach to student success. These types of activities broaden caretakers ' perspectives of what well-being can look like and help provide them with access to local resources.

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

RFA/SAS # | 701-21-102/180-24 | 2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1 | Page 5 of 13

8. Statutory/Program Requirements (Cont.)

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

The BGCAA program is based on Formula for Impact research conducted by the Boys & Girls Clubs of America. This research is a combination of peer-reviewed scientific literature and a national analysis of the best practices of highly effective Clubs. This states that when youth with the highest needs are paired with an outcome driven Club experience, they are prepared to graduate from high school ready for post-secondary success, engaged citizens that model strong character, and adopt a healthy lifestyle. An outcome driven Club experience includes high-yield learning activities, targeted programs focused on specific academic, social and health-related needs, and regular attendance.

Academic performance: Activities will be aligned with TEKS standards and based on Texas ACE lesson and unit plans, ensuring alignment with school day learning. BGCAA will provide targeted academic support to specific youth using TEA's evidence-based structure for HIT and HQIM.

Postsecondary and workforce preparation: BGCAA's workforce development program has been designed in accordance with TEA's Texas Work-Based Learning Continuum. BGCAA will also offer college readiness support through AKALA which is an AI enabled college admissions counseling platform that uses a blended model of technology and one-on-one consulting to support youth with college preparation and course selection.

Positive youth development: BGCAA will adopt the Trauma-Informed Boys & Girls Club Standards of Practice across all locations. These standards were developed by Boys & Girls Clubs of America and consist of 39 evidence-informed standards organized within six domains: Operations, Board Governance and Effectiveness, Safety, People Leadership, Community and Family Engagement, and Program Quality.

3. 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 BGCAA centers listed in this application are on campus. The findings from BGCAA's annual Club Needs Assessment, which was implemented across all proposed campuses in this application, showed that elementary centers expressed low need for additional transportation options. Secondary centers reported that additional transportation options would be beneficial. BGCAA has an existing partnership with Gus Garcia YMLA to provide program participants with access to AISD's "late bus" following the completion of programming. Preliminary discussions with AISD are underway to extend this partnership to all middle and high school centers named in this application.

For any TEA-approved field trips, BGCAA will request guardian consent and provide appropriate transportation from its own fleet of two full-sized buses and multiple shuttles. Pick up and drop off for field trips will be from the AISD campus to ensure familiarity, convenience, and safety for youth and caregivers.

Youth check in at the designated afterschool program entrance at the end of the school day. All youth are required to check-in to the program at the designated, on campus, location with the Site Coordinator. Elementary-aged youth are checked out of the program by a documented guardian supervised by the Site Coordinator. Secondary-aged youth can check out of the program with the Site Coordinator directly. Further safety requirements for BGCAA transportation: fleet meets all District, state, and federal safety requirements; all insured drivers will have passed all required background, fingerprint, and drug tests required by the organization and go through a bi-annual BGCAA driving safety course; BGCAA staff are not permitted to use personal vehicles to transport youth.

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

8. Statutory/Program Requirements (Cont.)

4. 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. Describe the applicant's plan to inform the community about the center and participating in the program.

21st CCLC centers are established in pre-existing feeder patterns which will allow for continuity of service and continuous dissemination of necessary information. BGCAA will inform the community about the center by working with campus leadership to post community learning center information, such as location, hours of operation, staff contact information, and family resources, in highly visible and trafficked areas of the school. BGCAA will work with school staff to communicate through existing email and text channels if the center closes due to unplanned occurrences such as weather, maintenance, or safety concerns.

BGCAA will provide Club information in English and Spanish, including student applications, feedback surveys, promotional materials, and field trip permission forms. Additionally, all centers will have access to a bilingual staff member to facilitate in-person communication with all Club families. BGCAA will use a variety of communication methodologies including in-person, phone numbers, emails, and ClassDojo to communicate announcements and events with parents and guardians.

Site Coordinators will foster relationships and communicate with partners through activities such back-to-school nights, PTSA meetings, meet the teacher, and local neighborhood association meetings. An advisory council including campus staff, parents, and students will provide continuous communication with 21st CCLC stakeholders. Center newsletters will be distributed monthly to stakeholders on and off campus. BGCAA will frequently update its website and social media profiles with current information.

5. 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)

BGCAA's Texas ACE program will use high-quality, qualified volunteers to help support programming and provide students opportunities to connect with individuals from diverse backgrounds and experiences. Volunteer opportunities will be curated by creating a "volunteer profile" for each volunteer opportunity. For example, a Volunteer Profile for an individual looking to support STEM programming would require a background in a STEM-related field. Volunteer profiles ensure that qualified volunteers are recruited while providing volunteers with opportunities that align with their specific interests and skills.

Individuals will be encouraged to volunteer on-site through incentives like accrual of volunteer hours, nominations for community awards, and recognition on BGCAA's social media platforms. BGCAA's marketing team will develop volunteer specific ad campaigns describing the mission-based impact of fellow volunteers at BGCAA. Additionally, BGCAA can leverage existing partnerships with private entities and corporations for engagement opportunities.

To become a recurring volunteer, interested individuals must complete a volunteer application form that details their interests, skills, experiences working with youth, and professional references. As part of the screening process, individuals must also submit a background check, pass a reference check, and interview with the Community Engagement Manager. Once selected, volunteers will agree to the policies in the Volunteer Handbook and attend a volunteer orientation session that includes safety training. After the screening and onboarding process is complete, volunteers are placed at centers that directly match qualified volunteers with specific programmatic activities.

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

8. Statutory/Program Requirements (Cont.)

6. 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 and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

Food: BGCAA partners with AISD to coordinate food services for youth participating in afterschool programming through the CACFP (Child and Adult Care Food Program) at no cost to students.

Security: To ensure safety and consistency, BGCAA consulted AISD Emergency Management Team to develop BGCAA's safety plan in alignment with Standard Response Protocol used across AISD schools. Additionally, BGCAA has coordinated with AISD Transportation services to ensure that youth have safe, secure, reliable transportation following the conclusion of programming each day.

Health: To expand health services, BGCAA partners with the YWCA, a free youth counseling service. Youth served by the YWCA can be referred to a BGCAA site with priority placement to supplement one on one YWCA counseling with holistic youth development programs. BGCAA can also refer interested youth or families to the YWCA. To support internal mental health services, BGCAA's partnership with Austin Public Health will in part fund the Director of Mental Health Programs role. Additionally, the Family Services department at BGCAA partners with the Parent Support Specialist at each center to coordinate food and health services. They collaborate to support families in crisis, facilitate center-specific vaccine clinics, and promote back-to-school registration events.

Programming: BGCAA coordinates with community organizations to provide youth access to enhanced program resources. For example, starting in 2024, BGCAA, the YMCA, and 4H will collaborate through the Imagine Science program to enhance STEM programs across Austin. This will directly benefit the centers listed in this application.

7. 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.

BGCAA will use this grant to support the strategic growth of the organization in footprint and depth of high-quality programs and services offered to under-served and under-resourced communities. The annual funding request stated in this application is $1.6 million (approx.). If the grant application is successful, a three-year Resource Development (RD) strategy will be designed and executed with the goal of increasing annual revenue from non-C12 sources, such as individuals, corporations, and foundations, by $1.6 million by the end of the grant cycle.

This would be a phased approach equally distributed across the three years of the cycle. The organization's budgeted revenue for 2023, not inclusive of TEA funding, is $7.2M. The RD strategy would therefore set the following budgeted revenue targets (not including TEA funding): of $7.8M in 2024, $8.3M in 2025, and $8.8M in 2026. This would allow the organization to maintain the same scale, scope, and quality of service provided to C12 centers following the end of the grant cycle. BGCAA has a track record of sustainable revenue growth despite recent uncertainty caused by the COVID-19 pandemic. Pre-COVID-19 (2019) non-TEA revenue was $5.6M, during the COVID-19 pandemic (2020 and 2021) non-TEA revenue averaged $4.8M and post-COVID-19 non-TEA revenue was $6.3M.

The robust, evidence-based, program offerings as part of the C12 application enable BGCAA to collect outcome data showing the impact that high-quality academic support, enrichment programs, workforce development, family engagement, and positive youth development practices have on underserved communities. This data will enable the organization to produce marketing materials and collateral to develop targeted campaigns to engage new donors and promote existing donors to higher levels.

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

RFA/SAS # | 701-21-102/180-24 | 2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1 | Page 8 of 13

8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

(•) This applicant is part of a planned partnership   ( ) The applicant is unable to partner

BGCAA's partnership with AISD provides access to the Youth Services Mapping Tool, used to identify gaps in youth services and afterschool programs. Once identified, BGCAA partners with AISD at a local, center level to work toward shared goals in areas of academic support, enrichment, and family engagement. A long-term data sharing agreement is established to share data such as grades and school-day attendance that help determine the success of the program and its interventions.

Each Site Coordinator develops relationships across the educational spectrum by participating in Campus Advisory Council meetings. By collaborating with principals, teachers, and parents monthly, Site Coordinators generate a thorough understanding of a center's goals. BGCAA's Family Services department builds relationships with the district and each campus by partnering with the AISD Parent Support Team and each center's Parent Support Specialist. The consistent communication ensures Texas ACE program goals are aligned with the centers.

BGCAA partners with other private and community-based organizations to bring opportunities to centers that would not otherwise be available to students. BGCAA workforce development partnerships with organizations such as HP, Dell, ULI, and Capital One support the organization with materials, resources, and program funding. As a result, BGCAA has been able to allocate portions of the secondary school budgets to support staffing while program supplies are supported by existing workforce development partnerships. The Healthy Lifestyles department partnered with 4ATX Foundation in 2022 to bring weekly, professionally led soccer sessions to three of BGCAA's C10 centers. The STEM department partnered with a local children's museum (Thinkery) to implement STEM curriculum at elementary centers and provide a yearly field trip to the Thinkery.

One of the most highly requested supplemental services from families is food access and nutrition education. In partnership with Central Texas Food Bank (CTFB), Family Services delivered a one-of-a-kind family activity where students learn how to cook healthy and affordable meals with their caretakers once a week for seven consecutive weeks. CTFB provided highly trained nutrition educators to lead the series in English and Spanish and provided fresh produce for families on a biweekly basis. A total of 24 families have graduated from the series across the Summer and Fall 22 semesters. Further, BGCAA's Family Services department collaborates with multiple community-based organizations, such as American Heart Association and Foundation Communities, to provide services such as medical devices and healthcare coverage to families.

The vast majority of the programs described in this section are exclusive to BGCAA and cannot be accessed through any other Texas ACE program. On top of providing enriching experiences for youth, they also ensure that BGCAA aligns with the goals set out by centers and meets the needs of both kids and their families.

8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
   a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
   b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

Program Priority 1: The program will coordinate with school-day staff, center administrative staff, and district leaders to ensure the academic support provided at both the elementary and secondary levels aligns with the goals set for graduation rates, post-secondary plans for success, pass rates of standardized testing, and developmental milestones.

To address graduation rates, BGCAA will provide high-quality academic support in small groups for students in secondary school and frequent eCST database checks for grades and credits accrued. Post-secondary plans for success will be addressed by integrating the Texas Work-Based Learning Framework for all secondary students, regardless of whether they ' re planning on attending college right away or entering the workforce. This framework will be implemented through the Work-Based Learning Continuum and reinforcement of several of the Pillars of Work-Based Learning Success, particularly those having dedicated staffing roles to support work-based learning efforts, establishing systems/tools/processes to monitor and measure work-based learning experiences, and ensuring a high level of engagement with local workforce employers.

BGCAA's Director of Workforce Development will lead the work-based learning efforts and generate the curriculum and opportunities offered to secondary aged students. The Director of Workforce Development will develop measurable outcomes for the Workforce program, as well as systems and tools to inform continuous quality improvement. These include student interest area surveys, job site matching processes, and feedback surveys. Additionally, BGCAA will expand on existing corporate relationships and harness the strengths of select board members to provide students with high-quality internship opportunities and part-time jobs. Partners such as HP, Dell, Old Navy, Charles Schwab, Visa, LinkedIn, and Kendra Scott can connect students to real-world experiences in their respective industries.

Program Priority 2: To address pass rates of standardized testing and developmental milestones, BGCAA will offer HIT at the elementary level in Math and Reading as a precursor to the supplemental academic support provided in out of school time at the secondary level. This HIT program utilizes Texas ACE HQIM and targets students in grades K-2nd who fall under the "Approaches Grade Level" mark on STAAR and involves remediation provided by highly qualified staff members, with a priority made for certified teachers. By targeting youth at this grade level, BGCAA aims to address a developmental milestone and deliver interventions before the critical 3rd grade threshold when children switch from "learning to read" to "reading to learn". While HIT and HQIM product use will be a focus for K-2nd grade, academic support in small groups will still be offered to all K-12 Texas ACE program members. Concentration in math and reading support is the through line for all grade levels due to the large amount of literature that emphasizes its importance for long-term academic success, such as middle school course performance in math and reading being an indicator of overall high school performance (Neild, 2009). This through line is established to supplement and enhance school day learning in the efforts to solidify comprehension before previously mentioned critical developmental learning points and set students on a track for a strong academic record.

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

RFA/SAS # 701-21-102/180-24   2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1   Page 10 of 13

9. 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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

10. 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	
2. Enrollment in 21st CCLC of students attending participating private schools	
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	
4. Total year 1 proposed grant budget for serving students in all centers	
5. Applicant reservation for required staff payroll.	
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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

11. 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

#	Activity	Amount
1.	Program payroll and benefits	$1,518,500
2.		
3.		
4.		
5.		

Professional and Contracted Services

#	Activity	Amount
6.	Rent	$6,750
7.	Fine Arts, Dance, Sports	$6,750
8.	College and Career Prep, Drivers Ed	$20,000
9.	Social and Emotional Learning	$10,000
10.	ESL - Family Engagement	$10,000

Supplies and Materials

#	Activity	Amount
11.	Program supplies for center led activities	$34,000
12.		
13.		
14.		

Other Operating Costs

#	Activity	Amount
15.	Travel	$2,000
16.		
17.		

Capital Outlay

#	Activity	Amount
18.		
19.		
20.		

Direct and indirect administrative costs:	$10,500
TOTAL GRANT AWARD REQUESTED:	$1,618,500

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

RFA/SAS #   701-21-102/180-24   2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1   Page 12 of 13

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 emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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

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