



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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 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.

Boys & Girls Clubs of El Paso (BGCEP) conducted the needs assessment for select campuses at the San Elizario Independent School District (SEISD) utilizing a variety of sources including U.S. Census, TEA Campus Report Card data, Campus Improvement Plan documents and surveys to program stakeholders, including staff and parents. The results showed a strong need for afterschool and summer programs at the selected school sites, with students performing well below grade level in multiple courses, especially reading and math. Our target campuses, chosen for their demographics and need for academic remediation, have a 99% Latino population, and over 93% are economically disadvantaged students and 58% are English Language Learners (EL) (TEA). According to the 2020 U.S. Census, nearly half of the residents in this area of El Paso lack English language proficiency, indicating a strong need for additional academic support.

Below are STAAR scores for all grade levels scoring At Grade Level or above for reading and math. The following data is from the TEA; the numbers in parenthesis are State averages for comparison: Lorenzo G. Alarcon Elementary School: Reading: 18% (45%); Math: 8% (37%). Alfonso Borrego Sr. Elementary School: Reading: 25% (45%); Math: 18% (37%). Josefa L. Sambrano Elementary School: Reading: 38% (48%); Math: 46% (52%). Ann M. Garcia-Enriquez Middle School: Reading 43% (53%); Math: 31% (42%). The needs assessment showed there are approximately 1,316 (67%) students that meet the need-based criteria including low academic scores and EL status. This includes 273 students at Alarcon Elementary School; 348 students at Borrego; 395 students at Sambrano Elementary, and 300 at Enriquez-Garcia Middle School. Sambrano Elementary School serves only K-2nd grade, with the majority of students attending Kindergarten and 147 students in grades 1-2 meeting this criteria, In surveys the majority of SEISD staff indicated that academic support in reading and math, and homework assistance is much needed. Forty-eight parents were also surveyed. Parent survey responses indicated the need for parenting classes, and adult education. They also expressed the need for afterschool services, behavioral health resources, afterschool arts programs and recreational services.

The proposed program will address these needs by providing high risk youth with afterschool and summer academic remediation services including intensive tutoring in core academic subjects and enrichment activities that reinforce learning in the classroom. BGCEP will also incorporate bilingual family engagement activities that specifically target parents' capacity to engage with their children to promote their academic and social development. Tutors will be bilingual English/Spanish to assist with the large numbers of EL students.

The needs assessment included a consultation with the ISD Superintendent and supporting staff who informed the target numbers for students and adult family members. The assessment confirmed a deep need at the selected sites for remediation in all academic content and intensive support for students with language barriers.

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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.

The following are the SMART goals for this project: 1) sixty percent of regular students in the BGCEP ACE program will demonstrate a three-point increase in reading on the STARR test by 6/1/24 2) Sixty percent of regular students in the BGCEP ACE program will demonstrate a three-point increase in math on the STARR test by 6/1/24. 3) Sixty-five percent of students will demonstrate a 25% reduction in the percentage of school days missed compared to the previous year by 6/1/24. 4) Sixty-five percent of students will show a 50% reduction in incidents of negative behavior compared to the previous year by 6/1/24. 5) Fifty percent of parents will increase the number of times per month they help their children with their homework by 25% or more as demonstrated by pre/posttest responses on surveys administered at the beginning and end of the school year. Performance measures that will ensure BGCEP is providing effective, high-quality programming include number of hours of tutoring in reading completed by program youth; number of hours of tutoring in math completed by program youth; number of enrichment activities completed by program youth; number of school days missed by each student; number of incidents of negative behavior; number of family engagement sessions completed by parents. BGCEP staff will track each performance measure for every student and parent participating in the program through a centralized database.

BGCEP will use multiple benchmarks to measure progress toward meeting the SMART goals. Staff will collect STAAR test scores for each youth from the previous year for reading and math scores. BGCEP will also administer BOY, MOY, EOY (Beginning of Year, Middle of Year etc.) assessments to measure progress with math and reading. These measures will also inform staff of areas where students may need more reinforcement and skills building. Staff will also include Club attendance and participation benchmarks, comparing each semester to previous semesters to demonstrate improvement.

Staff will also collect attendance records as recorded on report cards, specifically the number of days absent during the previous semester and participation grades from report cards from the previous semester and behavioral data. BGCEP will administer surveys to parents in a pre/posttest format that will ask questions about level of engagement in their child's academics, such as attendance at PTA meetings, assistance with homework and number of times they read with their children per month.

BGCEP will collaborate with teachers, counselors and school social workers, and school administration to identify students who would benefit from the program. The staff will work toward creating a safe environment where students feel like they belong and for parents to feel like their children are taken care of after school. Creating this culture facilitates the implementation of academic and enrichment activities that students enjoy participating in. BGCEP will provide enrichment activities that are fun and engaging, while at the same time include learning content. Staff will survey parents at the beginning of the school year to identify areas of interest, and will develop parent trust and provide enjoyable activities, which also serve as recruitment tools. For staff recruitment, BGCEP will recruit from entities such as local university Education and Social Work Departments, where students have strong interests in youth development and careers helping children. The Program Director will ensure fidelity of program implementation. S/he will conduct periodic (once a month) unannounced visits to each site to observe programming. The Project Director will also administer the Youth Program Quality Assessment (YPQA) tool once in the fall and once in spring. Weekly meetings with the Site Coordinators to discuss strengths and weaknesses will also help ensure staff are on track toward meeting all program goals. The Academic Liaison will ensure strong academic programs align with the school day and reinforce academic learning in the classroom.

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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 state activities for continuous improvement will be utilized for project evaluation and modification.

The Program Director, Site Coordinators, and SEISD administrators will meet each semester to review evaluation findings and any recommended program modifications needed to address potential issues and concerns. When modifications to the project appear necessary, the following questions will guide implementation of new strategies: 1) What can be done differently to effectively complete the project? 2) What key changes to the project can better achieve the project goals? 3) What are the lessons learned for future implementation? BGCEP will also utilize data from the Resources for Learning (RFL) through the Quality Assurance Process to improve on potential areas of growth. Staff will meet after receiving data to discuss how to modify program activities and provide targeted staff training, and other measures to improve the program. BGCEP will administer an additional evaluation instrument, the Student Satisfaction Surveys, in the fall and spring to measure student input about programming to help identify areas of program quality such as student and staff relationships. The staff can also use these surveys to assess whether youth are having fun and enjoying the program. If they do not enjoy the program, they will exhibit poor attendance, which will undermine the program and attainment of SMART goals. Staff will use the state activities for continuous improvement to modify programming to meet the state's goals, integrating those goals into the grantee logic model and action plan. The Project Director will share all relevant state information with the Site Coordinator and front-line staff and will share with campus administration. For example, for the Cycle 10 grant, staff implemented effective modifications such as adding dedicated tutor staff instead of running Sylvan Ace-It classes, which were only 15 hours long and produced only modest results. Tutors were available for eight hours per week throughout the school year. BGCEP also identified meaningful staff training issues by using staff surveys and club observations. They implemented mini-Clubs such as Chess, ASL, eSports by gathering student feedback and assessing interest. Increasing student voice and choice had a positive impact on attendance.

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 Every Student Succeeds Act Provisions and Assurances 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.

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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.

BGCEP will implement activities for 395 or more children, serving 105 students at Alarcon Elementary, Borrego Elementary and Garcia-Enriquez Middle School and 80 students at Sambrano Elementary. The program will create learning centers where students will receive academic support throughout the week including homework and reading assistance. The model will utilize mentoring relationships that will reinforce participation and will produce positive academic outcomes.

The program will have the following activities. Strategic Program Implementation sample rotations of 60 minutes: After-school homework assistance Power Hour and/or specialized tutoring for skills gap remediation using tutors providing targeted interventions, and lesson plans to support core subjects such as reading, math and writing. The Power Hour program will engage all students in homework completion and academic skill practice during the first program hour after school. Trained staff and volunteers (including certified teachers) will provide guidance and tutoring to students in both one-on-one and group formats as needed. Recreation will include Fitness Programming such as Triple Play (organized fitness competitions), a comprehensive health and wellness program developed by the Boys & Girls Clubs of America (BGCA) in collaboration with the U.S. Department of Health & Human Services. Triple Play features three components: Healthy Habits engages youth in nutrition education and cooking activities. Fitness Challenges will engage youth in fun, non-competitive fitness games and tournaments. Social Recreation will help youth build skills in cooperation, sportsmanship, and conflict resolution. Smart Moves (at risk prevention curriculum that is developmentally age specific) will build resiliency, reinforce positive lifestyle choices, and promote prosocial values. Career Exploration will include BGCA Computer formatted programming such as Career Launch, Money Matters and BGCA MyFuture. MyFuture offers youth opportunities to build foundational computer skills such as coding, app design, online safety, and web design. During summer sessions BGCEP will implement the Summer Brain Gain program to prevent summer learning loss by reinforcing skills in reading, writing, math, and science, technology, engineering, arts and math (STEAM).

Additional partners will supplement enrichment activities that integrate academic content into the arts, including STEAM, and cultivate teambuilding and leadership development. Activities will be added into the rotational format at the Club sites. Creative Kids Inc. is a national award-winning, non-profit art education agency whose mission is to provide a high-quality creative youth development program utilizing the power of visual arts. Kids Excel El Paso (KEEP)'s distinctive dance program utilizes the award-winning NDI teaching methodology and program model developed by Jacques d'Amboise.

BGCEP will implement a wide array of family services for parents/caregivers at the four schools including programs that address issues identified in the needs assessment including orienting working families about the various educational, health and social services in the community and how to access them, a need identified in our survey. These will include health and exercise activities, parenting classes, a course on computer skills, access to GED classes and basic job skills development. We will also develop referral networks to mental health providers, since many of the parents indicated families are in need of psychotherapy services. BGCEP will work with the SEISD to coordinate existing resources to meet these needs and will provide program materials in both English and Spanish, reflecting the high proportion of parents who are monolingual Spanish speakers.

BGCEP will ensure ACE activities are aligned with school curricula by utilizing the services of an Academic Liaison. This professional will be a certified teacher and will serve on a contractual basis on a part-time schedule. S/he will be responsible for reviewing all school curricula planned by SEISD and meeting with the Program Director to develop and plan Club activities that align with school learning objectives at each of the campuses.

Center-level programs will also address student needs and integrate program activities with the curriculum program of the campus by implementing alignment strategies. The Site Coordinator will attend school staff meetings, meetings with principals, and school district training on relevant subjects such as state content standards. Site Coordinators will also collaborate with teachers to identify student needs.

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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.

BGCEP has a history of providing programs developed by Boys & Girls Clubs of America that are evidence-based. An evaluation of Triple Play was conducted by Youth Development Strategies, Inc. using a randomized experimental approach with treatment and control groups. The evaluation documented that youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than youth attending Clubs that were not implementing Triple Play (Gambone, Michelle, et al. 2009).

Another evidence-based program developed by BGCA is the Summer Brain Gain. A multiple-year evaluation was completed in 2015 using a study design that included rigorously matched control groups. Midstream results documented the following improvements in Summer Brain Gain participants: improved math skills for 4th, 5th, and 6th graders; and improvements in reading skills for 5th and 8th graders. Final results documented that participants experienced a notable increase in math performance and suffered no significant summer learning loss in early literacy, math, or reading. The ARP ESSER State Plan ranked Careerlaunch with an evidence level of 3 - Promising Evidence. The program demonstrated a statistically significant effect on improving student outcomes based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias. SMART Moves programs were ranked with an evidence level of 4 – Demonstrate a Rationale. The program demonstrated ongoing efforts that activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes for youth based on high-quality research findings or positive evaluation.

In 2022 BGCEP evaluated afterschool programming for a grant from the United Way of El Paso and found 96% of participating youth progressed to the next grade on time and 80% had a high expectation of their future education, including a four-year degree.

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.

BGCEP will provide the ACE Program on-site at the four target SEISD campuses: Lorenzo G. Alarcon Elementary School, Alfonso Borrego Sr. Elementary School, Josefa L. Sambrano Elementary School, and Ann M. Enriquez-Garcia Middle School. Transition time for program rotations will occur from various parts of campuses after school such as gymnasium, playground, computer lab and regular classrooms. Therefore, transportation to and from after school services will be conducted as part of the regular school wide transportation services in buses and or walking monitors if children walk to school. Intersections near schools have crossing guards and will be utilized for after school as well. BGCEP anticipates many students will require transportation from the centers back to their homes at the end of the program day. San Elizario is located in a more rural area of El Paso County outside the city limits and resources are limited. The SEISD administration has reported that transportation is a great need for students at these centers and many of them would require bussing from the centers back to their homes at the end of each day. SEISD will provide transportation for CCLC youth from the centers back to their homes at the end of the day at an additional cost reimbursable through this grant. For those students walking to and from school, the partners will ensure that crossing guards are provided at school at neighborhood intersections. All transportation will follow the safety guidelines laid out in the ACE PRIME Resource: Safely Self-Assessment.

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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.

BGCEP strives to meet students where they are. Because we will work to provide positive programming that students find both engaging and relevant, they will access our services eagerly. We already service a number of youth through nine sites located throughout El Paso County, including five sites funded through the Nita M. Lowey Cycle 10 CCLC grant. This gives us the opportunity to build a community with students and parents beyond what would be available through the school district alone. Along with face to face contact, BGCEP will utilize a variety of other media, such as print, web-based, social media, radio, and television to build stronger relationships with the community and gain support for our programming. BGCEP has a number of positive relationships with media and will utilize this network to circulate information about our programs and any new opportunities to the community. Along with this network we will make personal phone calls and home visits to parents to guarantee that they are aware of our 21st CCLC program. The Program Director will also create a monthly newsletter that will highlight program accomplishments and will distribute it to stakeholders and to community liaison groups. This will inform the community about the program and will generate interest in our services.

Our partners can also market program services and build strong community support for the program by hosting activities, distributing bilingual brochures (in English and Spanish), attracting local media attention, and facilitating site visits for key community stakeholders. We also have a strong social media presence and extensive following on Facebook, Twitter and Instagram. We have found that nothing works better to recruit more students and parents to programs than simple word of mouth. Kids who enjoy the program will often invite their friends to the Club and parents will inevitably recommend it to other parents.

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)

BGCEP will utilize volunteers for this program and will require all volunteer applicants to complete an agency volunteer application, as well as follow all SEISD protocols for Volunteers, especially district criminal background check requirements. The Family Engagement Specialist will set up a meeting with interested parents in the fall of 2023. Volunteers will be used to help prepare and provide ancillary assistance during programming, as well as during school outreach events throughout the year that impact targeted families such as food pantry events. A variety of resources will be utilized to train and prepare volunteers. The ACE PRIMARY Resource: Employee Handbook will be used as a guide and resource for all volunteers and staff. Additionally, volunteers and workers will be given a standard childcare handbook, CPR and First Aid Training, and staff development training. The Site Coordinators will also provide volunteers with two BGCA courses: 1) Program Basics which provides the BGCA youth development strategies and philosophies and 2) Mentoring 101 to guide program delivery and mentoring. Volunteers will be recruited from a variety of places including high schools, universities, parent/teacher organizations, senior citizen centers and workforce development board employment programs and will work with students in all aspects of the 21st CCLC curriculum. Ongoing training sessions will be tailored and provided to strengthen volunteer effectiveness. BGCEP will prioritize recruitment of bilingual English/Spanish volunteers to support family engagement activities.

BGCEP completes criminal background screening and fingerprinting for all prospective volunteers and employees, a requirement BGCA mandates for all Boys & Girls Clubs. BGCEP will place volunteers based on interest, experience and capacity indicated in the volunteer application form and during interviews.

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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.

The partner district, SEISD, currently offers school-wide Title I program to all of their students. Under Section 1114 schools can consolidate Title I and other federal, state, and local funds in order to upgrade their entire educational program. The districts provide Title I district-wide programs to all, also enabling the Boys and Girls Club to provide services to all students at the targeted campuses. Supplement not Supplant Statement - The program is committed to cooperating with other LEA funding to supplement but not supplant existing funding for the academic growth of at-risk youth. TEA 21st CCLC funding will be utilized as mandated to facilitate after school programs that enhance and reinforce daytime school activities.

Leveraged resources – The SEISD provides facilities and overhead costs for up to seventy students or more at each site. These amounts total more than approximately \$200,000. Additionally, the resources of other collaborators through volunteer hours contributed can be evaluated at \$22 an hour according to Texas Department of Health and Human Services. Other resources also include USDA funds providing students with a snack after school and in the summer. Collaborators can include but are not limited to: University of Texas at El Paso Departments: 1) Chemistry & Engineering Departments to provide Science Technology, Engineering and Math workshops, 2) Hispanic Health Disparities Research Center provides public health interns to provide programs and assist with surveys and research 3). Workforce Solutions of the Upper Rio Grande provides employment assistance and job ready and training programs for adults and youth. 4) Local agencies such as the El Paso Center for Children and Centro San Vicente can provide mental health counseling for children at no cost. 5) San Jacinto Adult Learning Center provides GED, ESL and Basic computer classes for adults. FBI El Paso - provides career exploration and cyber safety program. Tennis West Sports and Racquet Club offers tennis classes to our youth at no cost.

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.

All partners have agreed to work together to ensure and provide for the continuation of the community learning centers after the grant period has ended. The following is a summary of the plan formed to ensure program continuation:

- Continue to maintain quality learning centers that are safe and successful in meeting the needs of communities.
- Utilize key community and business leaders to provide diverse support for services.
- Leverage volunteer and community resources in creative ways (The program will not diminish but will actively seek even non-monetary contributions as budget saving mechanisms).
- Work with District Superintendent, and the Chief Executive Officer from the Boys & Girls Clubs to coordinate and update general operating budgets to delegate funds to supporting centers.
- Leverage partnerships developed for the purpose of this project to secure additional grant funding. BGCEP can subcontract with SEISD for public grant funding that requires out-of-school time support.
- Apply for additional grant support from federal and state sources that fund program activities such as ARPA.

BGCEP will also charter the sites as official Boys & Girls Clubs sites with BGCA, which would qualify the sites to apply for competitive grant funding from BGCA. BGCA receives multiple grants from federal and corporate sources and all chartered Boys & Girls Club sites are eligible to apply for pass-through funding.

Since program continuation is dependent on the success of centers during the grant period, the site coordinators will maintain statistics including pre and post tests and success stories to be bound and available for future grant funding determinations. All TEA evaluation components that show measurable student gains will enable BGCEP to seek support from other funding entities. This is a valuable resource BGCEP can utilize to prepare compelling case statements to present to prospective funders.

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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

BGCEP Academic Success ACE Program is a partnership between SEISD and BGCEP. The sites are located in southeast El Paso, targeting some of the most distressed neighborhoods in the county. Through this partnership SEISD will enable BGCEP to implement high impact Boys & Girls Clubs programming with minimal overhead cost. BGCEP engaged SEISD about the need for 21st CCLC services, which recognized the impact these services would bring to its communities. Traditionally Boys & Girls Clubs are strategically located in the most distressed communities across America. The U.S. Office of Juvenile Justice and Delinquency Prevention has documented that when a Boys & Girls Club is established in a neighborhood, juvenile crime within a two-mile radius goes down. The schools and adjunct sites are located in the neighborhoods where kids need us most as evidenced by high levels of poverty among families and low scores on campus academic reports.

SEISD and BGCEP recognize that both parties share the following common goals: (1) To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally; (2) To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals; (3) To build, maintain, and improve student academic performance through a collaboration between home, school, and community. Private academic remediation services are available in El Paso but are cost prohibitive to the low-income families that this project will serve.

Both parties understand this agreement allows each party to work toward these shared goals by authorizing the implementation of this project at the specified school sites. This project promotes these goals by providing SEISD students and families expanded access to intensive academic tutoring in reading and math, enrichment activities that reinforce learning in the classroom, and family support services that enable parents to become more involved in their children's academic success. Program activities proposed in the application are not accessible at this time to students who would be served. San Elizario is located in a more isolated section of El Paso County and has few resources. In the surveys, parents reported a great need for afterschool services and for the kinds of activities outlined in this proposal.

The partnership will build on the strengths of all member entities in order to make the program a success. The leadership from each of the ACE Program partners will convene on a regular basis to review progress toward meeting the program objectives and will develop a formal long-term sustainability plan that ensures viability of program operations beyond the grant end date. BGCEP will present the plan to the Community Advisory Council for review and for additional input. Also, since BGCEP will provide this program on-site at the schools, there will be consistent, day-to-day interactions between Site Coordinators, the Academic Coordinator and schoolteachers and other school staff. This provides multiple opportunities to share ideas to improve operations. BGCEP anticipates that the leadership will remain highly invested in this program. The SEISD leadership provided valuable input during the developmental phase of the program and was instrumental for completing the needs assessment such as distribution of surveys to program stakeholders.

The partnership will also include two award-winning local nonprofits, Creative Kids and Kids Excel El Paso, to provide enrichment activities in the Arts that reinforce academic learning, leadership development, team building, and help build confidence and a sense of excellence.

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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.

BGCEP will ensure ACE activities are coordinated with school curricula by utilizing the services of an Academic Liaison. This professional will serve on a contractual basis on a part-time schedule. S/he will be responsible for reviewing all school curricula planned by SEISD and meeting with the Program Director to develop and plan Club activities that align with school learning objectives at each of the campuses. The Academic Liaison will interface with schoolteachers and review current lesson plans on an on-going basis so that Club enrichment activities reinforce current academic content that students are learning. S/he will also observe Club activities to ensure fidelity to design. This professional will have a professional background such as certified teacher and will have experience with academic curricula.

Center-level programs will also address student needs and integrate program activities with the curriculum program of the campus by implementing alignment strategies. The Site Coordinator will attend school staff meetings, meetings with principals, and school district training on relevant subjects such as state content standards. Site Coordinators will also collaborate with teachers to identify student needs.

BGCEP will provide HIT activities as part of this program, integrating supplemental HQIM and HIT products. Staff will select twelve students each at Alarcon Elementary School, Borrego Elementary School and Garcia-Enriquez Middle School and nine students at Sambrano Elementary School for this service and will coordinate with SEISD administration for access to HQIM and HIT materials. SEISD currently utilizes these types of curricula and can provide access for BGCEP ACE staff as needed.

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

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)	

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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

1.	Grant Oversight: Prog. Dir. (1 FTE): \$65,430, Bookkeeper (.625 FTE): \$25,618. Incl. tax, benf	\$91,048
2.	Management Activities: 4 Site Coordinators (4 FTE): \$209,607	\$209,607
3.	Implement Program Activities: 18 YDS (11.25 FTE): \$281802; 4 tutors (1 FTE): \$27,326	\$309,128
4.	Implement Program Activities: Family Engagement Specialist (.7 FTE): \$52,402	\$52,402
5.		

Professional and Contracted Services

6.	Implement Program Activities: Creative Kids: \$47000 and Kids Excel: \$7000	\$54,000
7.	Grant Oversight: Academic Liaison (\$25/hour X 12 hours/wk X 52 week)	\$15,600
8.	Implement Program Activities 15 HIT tutors (15 X\$25 X 6 hours/week X 12 weeks)	\$27,000
9.		
10.		

Supplies and Materials

11.	Implement Program Activities: supplies for STEM, tablet computer, curricula, arts; (\$37,200)	\$37,200
12.	Implement Program Activities: supplies for family engagement activities: \$6,000	\$6,000
13.	Management Activities: Office supplies: \$5,000	\$5,000
14.		

Other Operating Costs

15.	Implement Program Activities: Travel from centers to home:\$35,040; field trips: \$3,000	\$38,040
16.	Program Oversight: Travel to conferences (\$10000)	\$10,000
17.		

Capital Outlay

18.	Management Activities: Computers for Site Coordinators, Program Director, FES and Bkpr.	\$4,800
19.		
20.		

Direct and indirect administrative costs: \$42,990

TOTAL GRANT AWARD REQUESTED: \$902,815

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