



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

Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021

NOGA ID [ ]

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization Boys & Girls Clubs of Deep East Texas

Campus name [ ] CDN 17490 Vendor ID 75-2254579 ESC 7 DUNS 62362760

Address PO Box 631345 City Nacogdoches ZIP 75963 Phone 936-560-6844

Primary Contact Steve Davidson Email davidsonse@bgcdet.org Phone 936-560-6844

Secondary Contact Shelley Brophy Email sbrophy@bgcdet.org Phone 936-560-6844

2. Certification and Incorporation

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

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

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

Authorized Official Name Steve Davidson Title CEO Email davidsonse@bgcdet.org

Phone 936-560-6844 Signature Steve Davidson Digitally signed by Steve Davidson Date: 2021.01.14 10:30:19 -06'00' Date 01/14/2021

Grant Writer Name Shelley Brophy Signature Shelley Brophy Digitally signed by Shelley Brophy Date: 2021.01.14 10:23:07 -06'00' Date 01/14/2021

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

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**3. Shared Services Arrangements**

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

**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Poor academic outcomes, particularly in: grades 3-8; reading and math; and as a result of summer learning loss as identified by STAAR scores and teacher surveys.	Goal 1 activities will provide State-certified teachers to conduct small group and individualized instruction (1:1 tutoring), homework help, literacy activities, summer instruction, STEM programming, and academic field trips.
Over 82% of teachers say frequent class disruptions affect student learning; 75% cite the need for drug/violence prevention and 95% cite a need for anger management.	Goal 2 activities are focused on providing a wide array of services and programming after school and in the summer that are highly engaging based on student surveys, are evidence-based, and high impact.
Lack of family engagement in student learning partially due to poor adult literacy skills and over 93% of parents surveyed requested more information on how they could assist their child.	Goal 3 activities provide Family Activity Nights, family literacy development, parental volunteer program, Advisory Council participation, GED, ESL, and technology education.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of Year 1, 75% of regularly attending students and 70% of regularly participating families enrolled in the Boys & Girls Clubs of Deep East Texas (BGCDT) 21st CCLC will demonstrate improvement in academic outcomes, school engagement, and out-of-school time learning activities as measured by school grades, standardized tests, school day attendance, and/or family engagement measures.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

By the end of the 1st quarter: MOUs will be signed with all partners (including the External Evaluator); staff will have been hired and trained; programming will have begun on the first day of school (anticipated to be August 30, 2021); documented program attendance will track all eligible students who attend at least 120 minutes per day; data collection, analysis, and evaluation processes that correspond to Texas ACE quality criteria and subcomponents will be established.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

By the end of the 2nd quarter: holiday/vacation planning will be complete; staff will have received at least 10 hours of shared Professional Development (PD) with school staff; at least 1 Family Engagement Night will have occurred; documented program attendance will track all eligible students who attend at least 120 minutes per day; and document progress toward established data collection, analysis, and evaluation processes in accordance with Texas ACE quality criteria and subcomponents maintained by each Site Coordinator and shared with the Program Director and External Evaluator.

**Third-Quarter Benchmark**

By the end of the 3rd quarter: staff will have received at least 15 hours of shared PD with school staff; at least 2 Family Engagement Nights will have occurred; summer planning will be completed; summer registration will be underway; summer staffing will be underway; educational field trip plans will be complete and aligned with academic standards; documented program attendance will track all eligible students who attend at least 120 minutes per day; documented progress toward established data collection, analysis and evaluation processes in accordance with Texas ACE quality criteria and subcomponents will be maintained by each Site Coordinator and shared with the Program Director and External Evaluator; first milestone for Texas ACE Quality Assurance Process (QAP) indicators; and the first evaluation report will be ready for internal review.

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

BGCDET agrees to comply with the state mandated Quality Assurance Process (QAP) as well as all evaluation and monitoring requirements established by TEA and agrees to submit the required data, evidence, or reports in the format and time requested by TEA. BGCDET also agrees to submit grant and center level data supporting evidence for selected indicators to TEA at three points each program year (fall, spring, summer). The QAP process will allow for continuous program improvement and will be guided by the chosen External Evaluator, Dr. Chase Young of Sam Houston State University. Dr. Young is an experienced evaluator who will be an asset to each location. He will work directly with the Program Director and each Site Coordinator and will collect and analyze data at least quarterly. Below are evaluation measures for each goal area:

1. Academic enrichment - By the end of year 1, 75% of students who attend regularly (45+ days/year) will show documented progress on academic measures. Evaluation measures: STAAR tests, classroom assessments, report cards, teacher observations, and classroom teacher surveys.
2. Broad array of additional services - By the end of year 1, 75% of students who attend regularly will demonstrate improvement in school engagement indicators. Evaluation measures: teacher, parent, and principal surveys, school disciplinary referrals, after-school attendance records, and school day attendance records.
3. Family engagement - By the end of year 1, 70% of parents will demonstrate increased knowledge of, and engagement in, their child's school. Evaluation measures: program attendance records, parent surveys, Advisory Council attendance, and meeting minutes.

Collectively, the above assessments will provide information on how the program and students are progressing. That information will be used to continually modify and refine the program. Outcomes will also be used for program sustainability in that they will show the impact of the program on students and the community, thereby strengthening the case for support with additional funders. This evaluation is also aligned with Texas ACE Blueprint indicators, particularly in Component 1, School/Community Engagement.

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**8. Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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**9. Statutory/Program Requirements**

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

a. Process – Planning for the 21st CCLC began long before the RFP was released with regular meetings of Club staff and district leadership throughout the multi-county region. Target schools -- Livingston Junior High (LISD, 6-8th), Crockett Elementary and Junior High (CISD, 1-5th, 6-8th), and Fredonia, Emeline Carpenter, and Brooks-Quinn-Jones Elementary Schools (NISD, 1-5th) -- are located in the counties of Polk, Houston and Nacogdoches. Data analysis included multiple sources of program data, campus-level data, and stakeholder feedback which includes STAAR reports, TAPRs, Census data, Community Health Needs Assessments, and each site’s Campus Improvement Plan. In addition to the data provided below, surveys were conducted throughout October 2020 in both English and Spanish with all students, teachers, and parents at target schools. These surveys were augmented by ongoing meetings with each school’s leadership team who additionally shared multiple areas of concern (academic, behavioral, and family).

b. Need - Data below is as per 2018-19 Campus STAAR Performance and confirmed by teacher surveys, due to COVID data for 2019-2020 being unavailable. This project is eligible for 3 priority points as 65% or more of the students served will attend schools that meet both of the following criteria: Identified as a comprehensive or targeted support and improvement campus for 2020-2021 AND has an “at risk” population greater than the state average).  
 Livingston JH – D school, 71% Economically Disadvantaged (ED), 11.5% English Language Learners (ELL), STAAR at meets or above: 35% reading, 42% math; 57.3% at risk; 150 students (15% of 980) will be targeted.  
 Fredonia ES – F school, 86.4% ED, 56.2% ELL, STAAR at meets or above: 28% reading, 23% math; 77.4% at risk; 125 targeted (29% of 427).  
 Emeline Carpenter ES – D school; 92.6% ED, 12% ELL, STAAR at meets or above: 13% reading, 12% math; 80.2% at risk; 125 targeted (38% of 392).  
 Brooks-Quinn-Jones ES - C school; 94.5% ED, 37.4% ELL, STAAR at meets or above: 31% reading, 46% math; 74.9% at risk; 150 targeted (20% of 764).  
 Crockett ES - F school; 100% ED, 23% ELL, STAAR at meets or above: 25% reading, 23% math; 72.4% at risk; 125 targeted (28% of 454).  
 Crockett JH - D school; 84% ED, 21% ELL, STAAR meets/above: 35% reading, 26% math; 46.7% at risk; 125 (41% of 307). As per the above data, those students most in need of support will be targeted for participation.

c. Recruit/Assess - Mental health is a huge concern. Data shows that Nacogdoches, Polk, and Houston counties all have high rates of suicide: 12.99, 19.77 and 14.03 respectively (Texas =12.58 of 100,000 people) and drug abuse. 41% of treatment admissions in this region were due to methamphetamine (20% US). (2018 Regional Assessment). Other social concerns include high unemployment, high SNAP rates, high violent crime rates, poor health outcomes, and significant economic disparities within subgroups. This area is so rural that a 21st CCLC in each community will best serve both students and working parents (as documented by academic and social indicators). All student programming will be offered on-site to students referred by each school as most at-risk. All parent programming will be offered either on-site or at a partner location and will be scheduled outside of traditional working hours to encourage parental participation. All students, teachers, and parents will be surveyed annually.

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**9. Statutory/Program Requirements (Cont.)**

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

BGCDET and each school district are committed to working together to incorporate the 21st CCLC program into the fabric of each school’s improvement plan for creating successful students and families. As such, a 21st CCLC will be created on-site at each target school with a broad array of services designed to help students meet academic standards as defined by the following measures of effectiveness through a combination of school day alignment, evidence-based programs, quality assurance processes, and routine surveys to ensure progress:

- Growth in state assessment – will be measured annually by STAAR exams.
- Improved GPA – will be tracked quarterly by report cards.
- Increased school day attendance – attendance is not an issue in our target schools but will be monitored to ensure there is no negative change.
- Improved school day behavior – will be tracked quarterly by school disciplinary referrals.
- Increased student engagement in learning - will be tracked monthly by teacher observations and annual teacher and parent surveys.

The following SMART goals have been developed in alignment with TEA program focus areas. The activities that accompany these objectives will allow us to make progress on the above indicators.

1. BGCDET’s 21st CCLCs will provide opportunities for academic enrichment -- including providing tutorial services -- at 6 low-performing schools, to meet the challenging state academic standards.

1.1) By the end of year 1, 75% of regularly participating students will demonstrate increased proficiency levels in math as measured on STAAR tests, classroom assessments and/or report cards.

1.2) By the end of year 1, 75% of regularly participating students will demonstrate increased proficiency levels in reading as measured on standardized tests, classroom assessments and/or report cards.

2. BGCDET’s 21st CCLCs will offer students a broad array of additional services, programs, and activities, to reinforce and complement the regular academic program of participating students.

2.1) By the end of year 1, 75% of regularly participating youth will demonstrate an improvement in classroom engagement as measured by homework completion, attendance records, and annual teacher surveys.

2.2) By the end of year 1, 75% of regularly participating youth will show improvement in positive self-esteem and the ability to self-regulate as measured by annual parent surveys and a reduction in disciplinary referrals.

3. BGCDET’s 21st CCLCs will offer families of participating students, opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

3.1) By the end of year 1, 70% of parents/guardians of regularly attending youth will engage in at least half of the offered family night events and/or at least one educational (i.e. fiscal literacy) session.

3.2) By the end of year 1, 70% of parents/guardians of regularly attending youth will, when surveyed (annually), respond that they feel better equipped to support their child academically.

The above objectives and proposed activities (see next section) are reasonably expected to increase student academic outcomes because each Center will operate 5 days/week for at least 15 hours/week for a minimum of 30 weeks during the school year, and 6 hours per day, four days per week during the summer term.

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**9. Statutory/Program Requirements (Cont.)**

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

Each 21st CCLC will be modeled on the Boys & Girls Club of America's (BGCA) nationally recognized Project Learn, an evidence- and research-based after-school learning strategy designed to build and reinforce academic skills. Project Learn features five components: Homework Help and Tutoring (Power Hour); High Yield Learning Activities (HYLAs); School Day Collaboration; Parental Involvement; and Student Incentives/Recognition. Project Learn also provides teacher-led structured activities and is featured in the federally funded OJJDP Model Programs Guide. Project Learn is based on the research of Reginald Clark, who found that there is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in HYLAs. (Schinke, Steven, et al. 2000). Programming will be differentiated for elementary vs. the junior high to ensure age-appropriate activities and field trips. Supervision is 1:15 and programs by goal area are as follows:

1. Academic enrichment - Within the structure of Project Learn, Texas-certified teachers will assess each student individually and deliver instruction at a minimum of a 1:15 teacher-student ratio along with 30 minutes of individualized instruction 4 days/week for the school year and summer. Site Coordinators will assess students regularly with ongoing consultation with daytime teachers. Youth Development Specialists will provide additional homework help, literacy activities, and HYLAs (1 hour each day, after-school and summer). HYLAs will include BGCA's Do It Yourself (DIY) STEM program, which was created to provide engaging activities in STEM that utilize common, low-cost materials that centers have on hand or students can bring from home. All HYLAs are grounded in academics and will improve student achievement. In the summer, students will attend a STEM Camp in partnership with Stephen F. Austin State University (SFASU) that features hands-on, interactive activities linked to academics.

2. Broad array of services - Boys & Girls Clubs are recognized for their positive youth development approach and low teacher-student ratio. Social/Emotional Learning skills (SEL) are interwoven into "everything we do" through BGCDDET's youth development strategy; SEL skills lead to improved school behavior, which then leads to improved academic achievement. SEL is deeply woven into the fabric of after-school program goals and practices so that youth who are likely tired from the rigors of structured teaching environments can still learn but in a more relaxed, play-filled environment. Skills taught through all BGCDDET programs (impulse control, communication, and problem-solving) enhance the ability to build positive relationships with others, navigate challenging circumstances, and make responsible decisions. HYLAs planned by 21st CCLC staff and/or community partners are based on the student interest surveys from October 2020 and stakeholder input to develop a variety of academic, social-emotional, and life skills. Junior highs will use Money Matters, Career Launch (a modified version of Diplomas2Degrees), and Torch Club, which allows participants to elect officers and work together to implement projects in the four focus areas: service to Club and community; education; health and fitness; and social recreation. These leadership development skills will also translate to improved student achievement as students realize how much they can achieve when they truly set their minds to something.

3. Family Engagement - Research has repeatedly demonstrated that students achieve more when their families are involved in learning with them. To increase family (and not just student) achievement, each 21st CCLC will host quarterly Family Activity Nights, family literacy development programs, parental volunteer programs, and encourage Advisory Council participation. With partners, access will be provided to GED, ESL, technology education, educational development and career-oriented training to family members. Responses from surveys show a strong willingness on behalf of families to deepen their engagement in their child's learning. Of 111 parent responses received at just one junior high (Livingston), 94% of parents requested an activity that informs them more about what their children learn at school. 98% are interested in programming to help their children on the path to college. Family engagement practices are included in the QAP described in Section 7. Site Coordinators will align activities with the regular school day and work with teachers and administration to recruit school day teachers to work after school. Programming and curricula at each 21st CCLC is aligned with each site's Campus Improvement Plan to ensure consistency.

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**9. Statutory/Program Requirements (Cont.)**

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership
- The applicant is unable to partner

Partnership Agreements are attached that document how BGCDET will work with each partnering school district – LISD, NISD, and CISD – to achieve shared goals, making this project eligible for 3 priority points (statutory priority 2). All 6 school locations are currently NOT served by a 21st CCLC; this project will therefore provide access to high-quality services that are currently unavailable in the target communities. Each partner will provide the following as noted on the attached partnership agreements and will work jointly on student recruitment and retention, program planning, progress monitoring, and plans for sustaining the program after grant funds end. Each partner will contribute to each goal area as follows:

1. Academic enrichment - BGCDET will actively work to hire certified teachers from within each district and align academic programming with state standards, Texas ACE Blueprint Quality Components, and each school's Campus Improvement Plan. Each district will provide space and access to all school resources, access to school enrollment data, student records, and student achievement data, access to professional development activities for BGCDET staff, and participate on the Advisory Council.
2. Broad array of additional services - BGCDET will supervise staff who provide a variety of pro-social skills development (drug/alcohol prevention, bullying/violence prevention, smart decision making skills, community service opportunities, health/nutrition programs, sports, and high-interest activities); organize field trips; and solicit additional partners to provide more services in years 2-5. Each district will provide access to school data (attendance and disciplinary reports), access to buses for field trips, space for all activities, and will actively participate in recruiting additional community partners.
3. Family opportunities - BGCDET will provide bilingual, high-interest parent engagement activities based on the parent interest surveys; work with external partners to provide adult education opportunities; direct the Advisory Council; and encourage parent volunteers. Each district will provide access to all parent communication channels; assist with dissemination of all 21st CCLC announcements/activities; and share access to relevant family records. Individually, neither BGCDET nor any one of the ISDs represented here could achieve the goals described in this project. Working together provides the ability to devise a reasonable and specific plan for how the partnership will expand the capacity of each organization to achieve shared goals. As just one example, the Brooks-Quinn-Jones Campus Improvement Plan (2020-2021) explains that, "a majority of parents said they needed support in reading" and identifies the root cause of that problem as a, "lack of aligned efforts to provide literacy training and at home activities." The creation of a 21st CCLC with dedicated parent engagement and literacy activities directly addresses this need and helps the school meet their improvement goal in ways that the school is struggling to do alone. The partnership therefore increases the scope and quality of services that could never be provided by just one entity while improving the options for future sustainability. In addition, representatives from the City of Crockett are actively working with BGCDET to open a Club locally (see 9.9). That leadership and an active Advisory Council will be instrumental in sustaining the two 21st CCLCs opening in that community.

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**9. Statutory/Program Requirements (Cont.)**

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

**Project Learn:** There is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in HYLAs. (Clark, 2002). An evaluation of Project Learn was conducted by Columbia University using a quasi-experimental design with comparison groups. The evaluation documented: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies. (Schinke et al. 2000). Project Learn is an evidence-based program featured in the OJJDP Model Programs Guide that infuses academics with essential skills, emotional wellness, and focuses on important SEL development. It is designed to work in conjunction with the programs described here. **Summer Brain Gain:** A multiple-year evaluation used a study design that included rigorously matched control groups and documented improved math skills for 4th, 5th and 6th graders, and improvements in reading skills for 5th and 8th graders. Final results found a notable increase in math performance and no significant summer learning loss in early literacy, math, or reading. (Scuello, Wilkens, (2015). **Positive Action:** Provides a whole-child approach to mental health, developing conflict resolution skills with a focus on SEL, bullying prevention, and alcohol and drug prevention. The U.S. Department of Education website, What Works Clearinghouse, found that Positive Action affected significant improvement on school suspension rates, use of drugs, alcohol, and tobacco through family classes and community coalition components. **SMART Moves:** A three-year longitudinal study shows that SMART Moves youth improve over time in their self-reported ability to refuse alcohol and marijuana. (BGCA 2004:47). Another study shows that SMART Moves promotes “involvement in healthy and constructive educational, social, and recreational activities.” (BGCA 2004:56). **Career Launch:** A research-based curriculum that helps junior high students build a strong foundation and determine their personal roadmap for postsecondary and workforce success while exploring the myriad of career pathways available to them. An external evaluation found that Career Launch helps participants become more future-minded and hopeful. (Academy for Educational Development, 2010).

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

The proposed 21st CCLCs are all hosted in school buildings, thus meeting students where they are and removing transportation as a barrier. Partnership Agreements with each district include their commitment to transportation after school (taking students home) and both ways in the summer. Each district agrees to provide buses for field trips paid for with grant funds (see attached budget). Each district maintains their vehicle fleet in accordance with all safety standards and conducts regular bus safety drills. All drivers are hired and approved by each district and are required to have CDL licenses. All transportation will be provided at no cost to families.

A primary concern of the Crockett Administration, is that most children in their schools have never been out of Crockett. Field trips that expose youth to education and cultural experiences may open windows of opportunity never imagined by the students. Field trips and their associated transportation costs will be provided by grant funds, at no cost to families.

All bus safety procedures will be followed. In addition to each District’s bus standards and policies, BGCA has strong policies related to trips such as checking students on and off buses, maintaining safety while on the bus during trips, etc. Student safety, at all times, is of top priority.

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**9. Statutory/Program Requirements (Cont.)**

7. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Please describe the applicant's plan to inform the community about the center and participating in the program.

Parents, students, school members, and the community partners who were intricately involved in developing this 21st CCLC program, will be consulted at regular intervals, and will receive regularly scheduled updates on program and student progress. Staff and administrators at each school have agreed to work with BGCDet program staff to disseminate information about the project to the community. This will aid in student recruitment, help advertise parent programming, assist with the evaluation, and promote program sustainability by encouraging additional partners to join. BGCDet and each district will collaborate on a plan to provide information about the new 21st CCLC in each community. Because of the high number of families whose first language is not English (56% at Fredonia Elementary), all information will be shared in both English and Spanish. Information will be disseminated on the BGCDet corporate website (<https://bgcdet.org>), each school district's website, on social media channels (Facebook - <https://www.facebook.com/bgcdet>, Twitter - <https://twitter.com/bgcdet>), and via any text messaging systems used by each school district. Announcements will be posted in the local newspapers in each community (such as The Daily Sentinel). Each of these channels will be used to inform the community about the program, encourage parents to register their children, recruit volunteers, encourage new partners, share successes, highlight funders, encourage donations and future funding partnerships, recruit for the Advisory Council, and encourage community buy-in of the new program as a benefit to each of the 3 target communities. Each site will use the Texas ACE logo in all outreach and communication materials.

BGCDet will survey parents, students, teachers, and staff annually. The External Evaluator will report on school, site, and summer data to each Advisory Council within six weeks of completing each evaluation report. Each District's Advisory Council will begin using results immediately to identify and resolve challenges. BGCDet will provide a summary of evaluation results to the community via the channels described above.

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

This is a new request for new 21st CCLCs. Neither BGCDet nor any participating district has previously received funding through this program and there are currently no funds allocated for this target population to participate in free, high quality after-school programs. BGCDet will actively work to leverage additional resources including Title 1 and USDA meal services. At every site, a daily hot dinner during the school year will be provided by Food Nutrition Services, a local provider, with USDA funding, not 21st CCLC grant funds. This same USDA source will provide breakfast and lunch during the summer. Family dinners for family events will partially be provided by leveraging donations from local restaurants who have long-standing ties to the community.

In addition to leveraging other state and federal resources, this project is eligible for priority points under Program Priority 1- Program Integration. When hiring each of the 6 Site Coordinators, priority will be given to certified teachers who have worked in their respective district. This will ensure alignment with state standards, integration of each schools' Campus Improvement Plan, and integration of Title 1 resources, which each district has committed to providing. As just one example of this integration, the Crockett JH Campus Improvement Plan has a stated goal of providing opportunities for parent and community involvement. The performance objective under this goal, "at least 50% of parents will participate as partners in their children's education by attending non-athletic school activities at least 3 times per year" is directly aligned with our goal area 3, which strives to exceed that same parent outcome. We will do this by offering parent activities as determined by the parent interest surveys conducted in October 2020 and repeated annually. Similarly, the Brooks-Quinn-Jones School Campus Improvement Plan has 2 performance objectives centered around the development of a "professional learning community." Shared professional development opportunities between the district and BGCDet will make this goal a reality. One of BGCDet's annual funders, the T.L.L. Temple Foundation, prioritizes support for residents and communities that most lack access to opportunities they need to succeed. All three districts included in this application are within their geographic funding area.

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**9. Statutory/Program Requirements (Cont.)**

9. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

Because each community is unique, each district will have its own Advisory Council. This Council, comprised of representatives from all key stakeholders (parents, students in grades 5 and up, teachers/school personnel, community leaders, and BGCDDET staff) will meet regularly and be instrumental in overseeing the plan to sustain the program past the grant period. Annually, the External Evaluator will report his findings to the Advisory Councils to provide the foundation of the sustainability plan. This will enable BGCDDET to document results and to prove the impact of the 21st CCLC on students, families, and the community. Where possible, each district and BGCDDET will retain as many staff members as possible after the grant ends. BGCDDET management team will work with each district's Advisory Council to oversee sustainability efforts in each respective city. The Advisory Council's work will be instrumental in securing additional partners to provide services and additional funders for the post-grant period. For the past year, Crockett's key leaders have been meeting about bringing a Boys & Girls Club to their City. They are establishing an Advisory Committee, have secured a location, will raise money for building renovations, and identify funding opportunities to sustain this 21st Century grant. BGCDDET's fundraisers, including their largest, the annual Black Tie Bingo event, bring in funds that could be used to partially sustain the 21st CCLCs in the future.

Previous funders that will be approached to help sustain all sites include the T.L.L. Temple Foundation, the Webster Foundation, and the United Way. BGCDDET and partnering ISDs understand the potential impact of this grant on these communities in terms of academic enrichment, parent and family support, and building college and workforce readiness. The parties are committed to identifying potential partnerships through the Advisory Councils, working with each district's Community Engagement Specialist on developing partnerships with local businesses, non-profits, and faith-based organizations to provide services for students and families.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

Volunteers are always welcome at BGCDDET and will be equally welcome at all 6 21st CCLC sites. The approach toward volunteers is summarized in this excerpt from the BGCDDET Volunteer Handbook, "Volunteering with youth carries a great responsibility. The examples you set and the influence you have may be the determining factor as to whether or not our Club Members become responsible members of society." 21st CCLC volunteers will serve as mentors, reading partners, field trip buddies, HYLEA's participants, and Advisory Council members. Volunteers are expected to act as role models at all times. Volunteers will be recruited from the local community (Foster Grandparents), parents, civic groups (Rotary, Lions Club, etc.), and college students (particularly from partner, SFASU in various departments – STEM, Arts, Education, Social Work, Technology, etc.).

"The safety and wellbeing of young people are our top priority." BGCDDET provides a safe, fun environment so kids can have every opportunity to be successful in life. There is zero tolerance for inappropriate behavior of any kind, and resources are put behind that stance. Each 21st CCLC will be held to these same standards. BGCDDET continually updates robust safety policies, programs, and training for its staff and volunteers that are designed to promote child safety and protect young people from threats that are present in society. Layers of safety policies and guidelines are implemented to keep children safe including: practicing fire, flood, and active shooter drills; providing exit floor plans in each room in the building; and monthly safety meetings.

It is a requirement of BGCDDET that all potential employees and volunteers undergo a background check, that includes local searches, National Criminal Database, Social Security Number, and the National Sex Offender Registry. Potential volunteers are invited to fill out the form prominently located on the main webpage - <https://bgcdet.org/index.php/volunteer/>. The BGCDDET Volunteer Handbook and Background Check Form are both on the webpage as well.

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**9. Statutory/Program Requirements (Cont.)**

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

Students will be recruited for each site's 21st CCLC from among the at-risk population at that school. BGCDDET will work with school staff at each site to identify those children who may not be achieving academically, who are at-risk of failing, who are struggling with behavior issues, and whose family situations indicate that they are in need of additional support. Referrals will be accepted from teachers, principals, parents, and self-referrals (in the junior highs). School day alignment will ensure that staff are fully informed of potential issues. For example, teachers could alert 21st CCLC staff that a student had a bad day but they don't know why, or failed a test and is very upset.

Student retention will be ensured through high-interest programming, our commitment to providing student choice and voice, and the fact that our programming is based both on academic need and the student interest surveys conducted during the planning phase. Students will be surveyed at least annually to ensure that the program is meeting their needs and interest. Each enrolled student will receive a membership card with a QR code that they will use to scan in each day. Since not every child will remember their card every day, we have also instituted a redundant backup system whereby staff will have printed copies of each card and can manually scan the children in when they arrive. This member tracking system will provide data on attendance and retention. Staff will monitor attendance and will reach out to the family whenever a child is not attending regularly. These programs are in demand; parents agree at the beginning of the year to send their child regularly. Any child not attending regularly may be replaced by someone on the waiting list if they miss an excessive amount of program.

Our attendance goals are as follows:  
At least 75% of enrolled students will attend 45+ days at 120 minutes per day during the year (fall, spring)  
At least 75% of enrolled students will attend 12+ days at 240 minutes per day during the summer program

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

The planning phase of this project included site-specific needs assessments, including surveys of parents, teachers, principals, and students. The target population at each site was determined based on the size of the student population, student needs, and organizational capacity. Each 21st CCLC will provide supervised activities at all times with qualified staff and an adult to student ratio of 1:15 or better. Staffing will include: Program Director - 1 FTE housed at the Nacogdoches main site; provides program oversight, monitoring, technical assistance, support and guidance to 6 Site Coordinators and 3 Family Engagement Specialists. Also develops and implements reporting tools/processes; manages program evaluation and quality improvement; provides effective communication with program partners; requires a Bachelor's degree, a minimum of 2-4 years' experience in youth development; bilingual preferred.

Family Engagement Specialists – 1.5 FTE, 3 half-time positions (1/district). Specialists will be responsible for planning and implementing all family activities, coordinating adult education opportunities, encouraging family participation on the Advisory Council, and acting as the liaison between the program and families. They will report directly to the Program Director. Priority will be given in hiring directly from the local community; bilingual preferred.

Site Coordinator – 6 FTE (1/center). Each SC will direct daily operations of the site with primary concern for programs and service delivery, site budget management, supervision of staff, administration, implementation of evaluation methods and community relations. Will report directly to the Program Director. Certified teachers from within the local community preferred as the SC is responsible for school day alignment; bilingual preferred.

Certified Teachers – Will provide direct instruction for the first hour after school and in the summer; work in cooperation with Site Coordinator, implement, and assist with planning of the academic components of the 21st CCLC, and ensure that all academic elements are aligned with the school day and with Texas ACE Blueprint indicators. Priority will be given to certified teachers from within the local community;;bilingual preferred.

Youth Development Specialists support the program and supervise members; reports to the SC; must be HS graduates with some knowledge of youth development; priority given to local residents; bilingual preferred.

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**10. Equitable Access and Participation**

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

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

Group	<input type="text" value="ELL"/>	Barrier	<input type="text" value="All services will be provided in English &amp; Spanish."/>
Group	<input type="text" value="Deaf/hard of hearing"/>	Barrier	<input type="text" value="American Sign Language interpreters/teachers will be hired"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Program Director 1 FTE	\$60,000
2.	Site Coordinator X 6 FTE, 1 per site	\$270,000
3.	Family Engagement Specialist, 1.5 FTE (.5/site X 6)	\$37,800
4.	Youth Development Specialists at all sites	\$181,800
5.	Fringe @9%	\$51,360

**Professional and Contracted Services**

6.	Certified teachers, school year and summer	\$68,400
7.	External Evaluator (\$3,000 X 6 sites = \$18,000 included in below direct/indirect costs as per fiscal guidelines)	
8.	Transportation (field trips, staff training, and summer student transportation)	\$34,000
9.	Insurance (general liability \$1,500/site X 6 = \$9,000, included in below direct/indirect costs)	
10.		

**Supplies and Materials**

11.	Consumable supplies (paper, art supplies, STEM materials, cleaning). \$7,500/site X 6	\$45,000
12.	Chrome books and electronic supplies. \$3,000/site X 6 + Office equipment for PD (\$6,000)	\$24,000
13.	Food for family events (\$100/event X 4 events/site X 6 sites)	\$2,400
14.		

**Other Operating Costs**

15.		
16.	Required staff trainings (registration, hotel, per diem)	\$4,500
17.	Educational Field Trips (\$2,500 X 6) Space Center Houston, SFA Univ., College Tours, etc.	\$15,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

***You may duplicate this page.***

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	

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# Center Operations Schedule

County-district number or vendor ID: 75-2254579

## Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	174904101	Brooks Quinn Jones Elementary 907 N. Sanders St. Nacogdoches, TX 75964 936-569-5040	0	1-5	150	50
2	174904102	Emeline Carpenter Elementary 1005 Leroy St. Nacogdoches, TX 75961 936-569-3165	0	1-5	125	42
3	174904103	Fredonia Elementary 1326 S. Fredonia St. Nacogdoches, TX 75964 936-569-5080	0	1-5	125	42
4	187907041	Livingston Junior High 1801 US 59 Loop N Livingston, TX 77351 936-328-2100	0	6-8	150	50
5	113901102	Crockett Elementary 1400 W. Austin Crockett, TX 75835 936-554-2125	0	1-5	125	42
6	113901041	Crockett Junior High 1500 SW Loop 304 Crockett, TX 75835 936-554-2149	0	6-8	125	42
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	174904101	Brooks Quinn Jones Elementary 907 N. Sanders St. Nacogdoches, TX 75964 936-569-5040					1-5	150	50			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term - closed Thanksgiving		08/30/21			12/10/21			14				
Spring Term – closed Spring Break		01/10/22			05/20/22			18				
Summer Term		06/06/22			07/15/22			6				
Total number of weeks:								38				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	9:00			3:00
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00
Thursday			3:30	6:30			3:30	6:30	9:00			3:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				30			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Quarterly Field Trips for all center sites during school year and twice during Summer. Field Trips will be between 4 to 8 hours in duration.											
<b>Parent/Legal Guardian Activities</b>	Family Activity Nights to include topics on Family Literacy, Reinforcing Positive Behavior, and Goal-Setting; Parent Skill Building to include opportunities for GED, ESL, Technology Education, and Job Preparedness; Parent Volunteer Program; and Advisory Council Participation.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	174904102	Emeline Carpenter Elementary 1005 Leroy St. Nacogdoches, TX 75961 936-569-3165					1-5	125	42			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term-closed Thanksgiving week		08/30/21			12/10/21			14				
Spring Term-closed Spring Break		01/10/22			05/20/22			18				
Summer Term		06/06/22			07/15/22			6				
Total number of weeks:								38				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	9:00			3:00
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00
Thursday			3:30	6:30			3:30	6:30	9:00			3:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				30			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Quarterly Field Trips for all center sites during school year and twice during Summer. Field Trips will be between 4 to 8 hours in duration.											
<b>Parent/Legal Guardian Activities</b>	Family Activity Nights to include topics on Family Literacy, Reinforcing Positive Behavior, and Goal-Setting; Parent Skill Building to include opportunities for GED, ESL, Technology Education, and Job Preparedness; Parent Volunteer Program; and Advisory Council Participation.											

Texas ACE Center Operations Scedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	174904103	Fredonia Elementary 1326 S. Fredonia St. Nacogdoches, TX 75964 936-569-5080					1-5	125	42			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term-closed Thanksgiving week			08/30/21			12/10/21			14			
Spring Term-closed Spring Break			01/10/22			05/20/22			18			
Summer Term			06/06/22			07/15/22			38			
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	9:00			3:00
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00
Thursday			3:30	6:30			3:30	6:30	9:00			3:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				30			
<b>Adjunct Sites, If applicable (site name and full address)</b>		N/A										
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Quarterly Field Trips for all center sites during school year and twice during Summer. Field Trips will be between 4 to 8 hours in duration.										
<b>Parent/Legal Guardian Activities</b>		Family Activity Nights to include topics on Family Literacy, Reinforcing Positive Behavior, and Goal-Setting; Parent Skill Building to include opportunities for GED, ESL, Technology Education, and Job Preparedness; Parent Volunteer Program; and Advisory Council Participation.										

<b>Texas ACE Center Operations Schedule (one per center)</b>	<b>Program Year 2021-2022</b>
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*(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.*

Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	187907041	Livingston Junior High 1801 US 59 Loop N Livingston, TX 77351 936-328-2100	6-8	150	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term-closed Thanksgiving week	08/30/21	12/10/21	14
Spring Term-closed Spring Break	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			38

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	9:00			3:00
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00
Thursday			3:30	6:30			3:30	6:30	9:00			3:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				30			

<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A
--	-----

<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Quarterly Field Trips for all center sites during school year and twice during Summer. Field Trips will be between 4 to 8 hours in duration.
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<b>Parent/Legal Guardian Activities</b>	Family Activity Nights to include topics on Family Literacy, Reinforcing Positive Behavior, and Goal-Setting; Parent Skill Building to include opportunities for GED, ESL, Technology Education, and Job Preparedness; Parent Volunteer Program; and Advisory Council Participation.
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<b>Texas ACE Center Operations Schedule (one per center)</b>	<b>Program Year 2021-2022</b>
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*(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.*

Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	113901102	Crockett Elementary 1400 W. Austin Crockett, TX 75835 936-554-2125	1-5	125	42
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term-closed Thanksgiving week	08/30/21	12/10/21	14
Spring Term-closed Spring Break	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			38

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	9:00			3:00
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00
Thursday			3:30	6:30			3:30	6:30	9:00			3:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				30			

<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A
--	-----

<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Quarterly Field Trips for all center sites during school year and twice during Summer. Field Trips will be between 4 to 8 hours in duration.
--	--

<b>Parent/Legal Guardian Activities</b>	Family Activity Nights to include topics on Family Literacy, Reinforcing Positive Behavior, and Goal-Setting; Parent Skill Building to include opportunities for GED, ESL, Technology Education, and Job Preparedness; Parent Volunteer Program; and Advisory Council Participation.
---	--

<b>Texas ACE Center Operations Schedule (one per center)</b>	<b>Program Year 2021-2022</b>
--	-----------------------------------

*(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.*

Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	113901041	Crockett Junior High 1500 SW Loop 304 Crockett, TX 75835 936-554-2149	6-8	125	42
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term-closed Thanksgiving week	08/30/21	12/10/21	14
Spring Term-closed Spring Break	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			38

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	9:00			3:00
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00
Thursday			3:30	6:30			3:30	6:30	9:00			3:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				30			

<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A
--	-----

<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Quarterly Field Trips for all center sites during school year and twice during Summer. Field Trips will be between 4 to 8 hours in duration.
--	--

<b>Parent/Legal Guardian Activities</b>	Family Activity Nights to include topics on Family Literacy, Reinforcing Positive Behavior, and Goal-Setting; Parent Skill Building to include opportunities for GED, ESL, Technology Education, and Job Preparedness; Parent Volunteer Program; and Advisory Council Participation.
---	--



## **Memorandum of Understanding**

**between**

**Crockett Independent School District**

**and**

**Boys & Girls Clubs of Deep East Texas**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the **CROCKETT INDEPENDENT SCHOOL DISTRICT** and the **BOYS & GIRLS CLUBS OF DEEP EAST TEXAS**, who will collaborate to provide 21<sup>ST</sup> Century Community Learning Center (21<sup>ST</sup> CCLC) services to students attending **CROCKETT ELEMENTARY** and **CROCKETT JUNIOR HIGH SCHOOL**.

**School District Partner:** CROCKETT INDEPENDENT SCHOOL DISTRICT (the District)

**Representative:** John Emerich

**Position:** Superintendent

**Address:** 1400 W. Austin, Crockett, TX 75835

**Telephone:** 936-544-2125

**Fax:** 936-544-5727

**E-mail:** john.emerich@crockettisd.net

**Fiscal Agent:** BOYS & GIRLS CLUBS OF DEEP EAST TEXAS (the Club)

**Representative:** Steve Davidson

**Position:** CEO

**Address:** 941 Tower RD, Nacogdoches, TX 75961

**Telephone:** 936-560-6844

**Fax:** 936-560-9697

**E-mail:** davidsonse@bgcdet.org

## **A. Purpose**

The purpose of this MOU is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program to achieve the following mutually agreed upon goals:

1. Provide opportunities for academic enrichment, including tutorial services to help students meet the challenging state academic standards.
2. Offer students a broad array of additional services, programs, and activities that may include youth development; nutrition and health education; drug- and violence-prevention; behavioral health, arts, music, physical fitness and wellness; technology education; financial literacy; environmental; and STEM.
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

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

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

1. Review of objective data: state assessment scores; school and/or campus improvement plan; Targeted Improvement Plan (TIP); discipline reports; school attendance records; school needs assessment; school data assessment; and student, parent and teacher surveys.
2. Interviews: Planning meetings between the District and the Club were held on October 8, 2020 and October 20, 2020 to review the above data and discuss in more detail the 21<sup>st</sup> CCLC program to best meet the needs of students and their families.

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

1. Academic Support through tutoring and evidence-based programs that may include Power Hour, Project Learn, Summer Brain Gain, DIY STEM and/or STEM Building Blocks, and Diplomas to Degrees.
2. Enrichment and Youth Development programs that may include Triple Play, SMART Moves, Street Smart, Smart Girls, Passport to Manhood, Money Matters, Career Launch, and Torch Club.
3. Family Engagement plans that may include Outdoor Education, Money Matters, Burke Center – Mental Health education, Cooking classes, American Sign Language, and Technology Literacy.

## **C. Duties of Parties**

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

### **District & School Responsibilities:**

1. Provide access to office space including phone and data access; classroom space and/or other appropriate space; and support necessary to accommodate the afterschool program, including custodial support;
2. Assist in the development and maintenance of systems for communication and information-sharing with Club 21<sup>st</sup> CCLC staff, particularly to support program components such as homework help/tutoring and the administration of teacher surveys;
3. Actively support the involvement of teachers and other school day staff in the 21<sup>st</sup> CCLC program, including teachers/staff that may be employed by the program;
4. Open applicable school day teacher trainings to Club 21<sup>st</sup> CCLC staff;
5. Coordinate and support Family Engagement activities with the 21<sup>st</sup> CCLC program;

### **Club Responsibilities:**

1. Serve as the fiscal agent for the grant;
2. Provide proven afterschool programs in academic support, enrichment, and youth development;
3. Plan and implement Family Engagement activities;
4. Develop and maintain systems for communication and information-sharing with school day staff, particularly to support program components such as homework help/tutoring and the administration of teacher surveys;
5. Purchase necessary materials and supplies for designated program components in accordance with the 21<sup>st</sup> CCLC budget;
6. Lead recruitment of community partners;
7. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;
8. Hire and supervise staff;

9. Provide necessary and appropriate administrative and operational support to the program;
10. Recruit and refer students to the afterschool program;

**Joint Responsibilities:**

1. Work effectively with Club partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation;
2. Recruit and refer students to the afterschool program;
3. Communicate and collaborate with all partners;
4. Complete all paperwork related to the program in a timely manner;
5. Participate in the evaluation of the afterschool program at the local, state, and federal levels;
6. Assist the program in developing, implementing, and making progress on its sustainability plan;
7. Participate on the Advisory Committee;
8. Attend all collaboration meetings;
9. Work toward meeting shared student outcomes in the 3 goal areas described earlier and the year 1 SMART goal: By the end of Year 1, 75% of students and families enrolled in the 21<sup>st</sup> CCLC and attending regularly will demonstrate improvement in academic outcomes, school engagement, and out-of-school time learning activities as measured by school grades, standardized tests, school day attendance, and/or family engagement measures.
10. Address all priority areas as follows:

**Statutory Priority 1 – Targeted Services**

100% of the students served meet both of the following criteria; we therefore affirm that **65% or more** of the students served will attend schools that meet both of the following criteria:

- a. Identified as a comprehensive or targeted support and improvement campus for 2020-2021

AND

b. Has an “at risk” population greater than the state average (50%):

Crockett EI – Targeted; 72.41% at-risk

Crockett JH – Targeted; 46.75% at-risk

### **Statutory Priority 2 – Joint Partnerships**

Individually, neither BGCDET nor CISD could achieve the goals described in this project. Together, we are able to devise a reasonable and specific plan for how the partnership will expand the capacity of each organizations to achieve shared goals. As just one example, the Crockett Elementary Campus Improvement Plan (2020-2021) identifies one problem as a lack of, “parental involvement with their child’s reading” and identifies the root cause of that problem as a, “lack of educating parents on their child’s reading level” (p6). The creation of a 21<sup>st</sup> CCLC with dedicated parent engagement and literacy activities directly addresses this need and helps the school meet their improvement goal in ways that the school is struggling to do alone. The partnership therefore increases the scope and quality of services that could never be provided by just one entity while improving the options for future sustainability.

### **Program Priority 1 – 21<sup>st</sup> CCLC Program Integration**

This 21<sup>st</sup> CCLC has been designed so that all program activities are aligned with the Texas ACE Blueprint, Texas Essential Knowledge and Skills (TEKS), School-wide Title 1 programming, and each school’s Campus Improvement Plan. Additionally, summer programming includes the evidence-based Summer Brain-Gain, which meets the same academic objectives as the Additional Days School Year (ADSY) summer program.

## **D. Advisory Committee Roles and Responsibilities**

Both the District and the Club will participate in the Advisory Committee. The make-up of the Advisory Committee will be as follows:

1. District Superintendent or designated representative, School Principal, 2 teachers, 2 parents, 2 students, 1 Community Member
2. Club CEO, 21<sup>st</sup> CCLC Director, Site Coordinator, Family Engagement Specialist, Program staff, and 1 Community Member.

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

## **E. Funding and Support**

Each partner will commit the following resources to the program:

**District:** In-kind or matching contributions to include:

1. **Facilities:** location is 1400 W. Austin, Crockett, Texas. Areas to be utilized may include office space, program space to accompany up to 150 students with a daily capacity of 100, computer lab, gym, auditorium, classrooms, outdoor spaces, and janitorial services.
2. **Technology:** Personal computers and/or computer lab, and software to be used.
3. **Program Alignment:** Approximately 20 hours/program year of grade level teacher time to advise 21<sup>st</sup> CCLC staff in aligning program activities to standards and school day curriculum.
4. **Recruitment and referral:** Assistance from school day teachers to identify students performing below proficient and refer them to 21<sup>st</sup> CCLC staff for recruitment.
5. **Transportation:** District bus to transport students home after program.

**Club:** In-kind or matching contributions to include:

1. **Technology:** computers if not supplied by school, software, etc. that the program will use.
2. **Member tracking system:** Electronic card and software to record 21<sup>st</sup> CCLC participant attendance at each program activity.
3. **Curriculum:** BGCA academic and youth development programs may include Power Hour, Project Learn, Tutoring, Summer Brain Gain, STEM, Torch Club, Triple Play, SMART Moves, Smart Girls, Passport to Manhood, Money Matters, Arts, and Music Makers.
4. **Training:** BGCA-certified trainers to train staff on academic and youth development programs.
5. **Administrative Support** to include Human Resources, Accounts Payable, and Payroll.

## **F. Data Sharing**

The Club and the District agree to share data required to evaluate the program's progress in meeting its goals and objectives. This includes:

**District data sharing responsibilities:**

1. Provide access to assessment and other available data for the purposes of program evaluation, including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number);
2. Collect aggregate student data (grade, race, sex, free/reduced lunch, special education and English language learner) required for federal reporting;
3. Collect state assessment data each summer;
4. Collect report card grades, school day attendance and discipline reports at the end of each semester.

**Club data sharing responsibilities:**

1. Collect teacher, parent and student survey data at start and end of each program year;
2. Collect program pre- and post-tests and parent event surveys as administered.
3. Track individual student community learning center enrollment and attendance;
4. Input required data in federal and state reports;

**Joint responsibilities:**

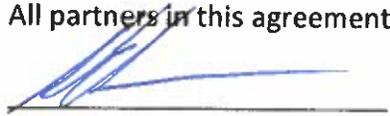
1. Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
2. Own, store, and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
3. Create or decide upon data collection instruments.

**G. Duration**

This MOU shall commence on July 1, 2021 and shall continue for a period of *FIVE* years to July 31, 2026.

**Signatures**

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

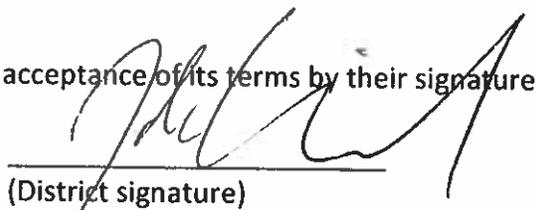
  
\_\_\_\_\_  
(Club signature)

Steve Davidson  
Printed Name:

CEO  
Position

Boys & Girls Clubs of Deep East Texas  
Organization

12/18/2020  
Date

  
\_\_\_\_\_  
(District signature)

John Emerich  
Printed Name

Superintendent  
Position

Crockett Independent School District  
Organization

12/18/2020  
Date



## **Memorandum of Understanding**

**between**

**Livingston Independent School District**

**and**

**Boys & Girls Clubs of Deep East Texas**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the **LIVINGSTON INDEPENDENT SCHOOL DISTRICT** and the **BOYS & GIRLS CLUBS OF DEEP EAST TEXAS**, who will collaborate to provide 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) services to students attending **LIVINGSTON JUNIOR HIGH**.

**School District Partner:** LIVINGSTON INDEPENDENT SCHOOL DISTRICT (the District)

**Representative:** Brent Hawkins

**Position:** Superintendent

**Address:** 1412 S. Houston Ave., Livingston, TX 77351

**Telephone:** 936-328-2100

**Fax:** 936-328-2199

**E-mail:** bhawkins@livingstonisd.com

**Fiscal Agent:** BOYS & GIRLS CLUBS OF DEEP EAST TEXAS (the Club)

**Representative:** Steve Davidson

**Position:** CEO

**Address:** 941 Tower RD, Nacogdoches, TX 75961

**Telephone:** 936-560-6844

**Fax:** 936-560-9697

**E-mail:** davidsonse@bgcdet.org

## **A. Purpose**

The purpose of this MOU is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program to achieve the following mutually agreed upon goals:

1. Provide opportunities for academic enrichment, including tutorial services to help students meet the challenging state academic standards.
2. Offer students a broad array of additional services, programs, and activities that may include youth development; nutrition and health education; drug- and violence-prevention; behavioral health, arts, music, physical fitness and wellness; technology education; financial literacy; environmental; and STEM.
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

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

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

1. Review of objective data: state assessment scores; school and/or campus improvement plan; Targeted Improvement Plan (TIP); discipline reports; school attendance records; school needs assessment; school data assessment; and student, parent and teacher surveys.
2. Interviews: Planning meetings between the District and the Club were held on October 8, 2020 and October 20, 2020 to review the above data and discuss in more detail the 21<sup>st</sup> CCLC program to best meet the needs of students and their families.

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

1. Academic Support through tutoring and evidence-based programs that may include Power Hour, Project Learn, Summer Brain Gain, DIY STEM and/or STEM Building Blocks, and Diplomas to Degrees.
2. Enrichment and Youth Development programs that may include Triple Play, SMART Moves, Street Smart, Smart Girls, Passport to Manhood, Money Matters, Career Launch, and Torch Club.
3. Family Engagement plans that may include Outdoor Education, Money Matters, Burke Center – Mental Health education, Cooking classes, American Sign Language, and Technology Literacy.

### **C. Duties of Parties**

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

#### **District & School Responsibilities:**

1. Provide access to office space including phone and data access; classroom space and/or other appropriate space; and support necessary to accommodate the afterschool program, including custodial support;
2. Assist in the development and maintenance of systems for communication and information-sharing with Club 21<sup>st</sup> CCLC staff, particularly to support program components such as homework help/tutoring and the administration of teacher surveys;
3. Actively support the involvement of teachers and other school day staff in the 21<sup>st</sup> CCLC program, including teachers/staff that may be employed by the program;
4. Open applicable school day teacher trainings to Club 21<sup>st</sup> CCLC staff;
5. Coordinate and support Family Engagement activities with the 21<sup>st</sup> CCLC program;

#### **Club Responsibilities:**

1. Serve as the fiscal agent for the grant;
2. Provide proven afterschool programs in academic support, enrichment, and youth development;
3. Plan and implement Family Engagement activities;
4. Develop and maintain systems for communication and information-sharing with school day staff, particularly to support program components such as homework help/tutoring and the administration of teacher surveys;
5. Purchase necessary materials and supplies for designated program components in accordance with the 21<sup>st</sup> CCLC budget;
6. Lead recruitment of community partners;
7. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;

8. Hire and supervise staff;
9. Provide necessary and appropriate administrative and operational support to the program;
10. Recruit and refer students to the afterschool program;

**Joint Responsibilities:**

1. Work effectively with Club partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation;
2. Recruit and refer students to the afterschool program;
3. Communicate and collaborate with all partners;
4. Complete all paperwork related to the program in a timely manner;
5. Participate in the evaluation of the afterschool program at the local, state, and federal levels;
6. Assist the program in developing, implementing, and making progress on its sustainability plan;
7. Participate on the Advisory Committee;
8. Attend all collaboration meetings;
9. Work toward meeting shared student outcomes in the 3 goal areas described earlier and the year 1 SMART goal: By the end of Year 1, 75% of students and families enrolled in the 21<sup>st</sup> CCLC and attending regularly will demonstrate improvement in academic outcomes, school engagement, and out-of-school time learning activities as measured by school grades, standardized tests, school day attendance, and/or family engagement measures.
10. Address all priority areas as follows:

**Statutory Priority 1 – Targeted Services**

100% of the students served meet both of the following criteria; we therefore affirm that 65% or more of the students served will attend schools that meet both of the following criteria:

a. Identified as a comprehensive or targeted support and improvement campus for 2020-2021

AND

b. Has an “at risk” population greater than the state average (50%):

Livingston JH – Targeted; 57.3% at-risk

#### **Statutory Priority 2 – Joint Partnerships**

Individually, neither BGCDET nor LISD could achieve the goals described in this project. Together, we are able to devise a reasonable and specific plan for how the partnership will expand the capacity of each organizations to achieve shared goals. As just one example, the Livingston JH Campus Improvement Plan (2020-2021) has identified as a goal that: “LJH will work jointly with parents and the community to maximize learning for all students through collaborative partnerships” (p21). The creation of a 21<sup>st</sup> CCLC with dedicated parent engagement and family activities directly addresses this need and helps the school meet their improvement goal in ways that the school is struggling to do alone. The partnership therefore increases the scope and quality of services that could never be provided by just one entity while improving the options for future sustainability.

#### **Program Priority 1 – 21<sup>st</sup> CCLC Program Integration**

This 21<sup>st</sup> CCLC has been designed so that all program activities are aligned with the Texas ACE Blueprint, Texas Essential Knowledge and Skills (TEKS), School-wide Title 1 programming, and the school’s Campus Improvement Plan. Additionally, summer programming includes the evidence-based Summer Brain-Gain, which meets the same academic objectives as the Additional Days School Year (ADSY) summer program.

### **D. Advisory Committee Roles and Responsibilities**

Both the District and the Club will participate in the Advisory Committee. The make-up of the Advisory Committee will be as follows:

1. District Superintendent or designated representative, School Principal, 2 teachers, 2 parents, 2 students, 1 Community Member
2. Club CEO, 21<sup>st</sup> CCLC Director, Site Coordinator, Family Engagement Specialist, Program staff, and 1 Community Member.

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

## **E. Funding and Support**

Each partner will commit the following resources to the program:

**District:** In-kind or matching contributions to include:

1. **Facilities:** location is 1801 US 59 Loop North, Livingston, Texas. Areas to be utilized may include office space, program space to accompany up to 150 students with a daily capacity of 100, computer lab, gym, auditorium, classrooms, outdoor spaces, and janitorial services.
2. **Technology:** Personal computers and/or computer lab, and software to be used.
3. **Program Alignment:** Approximately 20 hours/program year of grade level teacher time to advise 21<sup>st</sup> CCLC staff in aligning program activities to standards and school day curriculum.
4. **Recruitment and referral:** Assistance from school day teachers to identify students performing below proficient and refer them to 21<sup>st</sup> CCLC staff for recruitment.
5. **Transportation:** District bus to transport students home after program.

**Club:** In-kind or matching contributions to include:

1. **Technology:** computers if not supplied by school, software, etc. that the program will use.
2. **Member tracking system:** Electronic card and software to record 21<sup>st</sup> CCLC participant attendance at each program activity.
3. **Curriculum:** BGCA academic and youth development programs may include Power Hour, Project Learn, Tutoring, Summer Brain Gain, STEM, Torch Club, Triple Play, SMART Moves, Smart Girls, Passport to Manhood, Money Matters, Arts, and Music Makers.
4. **Training:** BGCA-certified trainers to train staff on academic and youth development programs.
5. **Administrative Support** to include Human Resources, Accounts Payable, and Payroll.

## **F. Data Sharing**

The Club and the District agree to share data required to evaluate the program's progress in meeting its goals and objectives. This includes:

**District data sharing responsibilities:**

1. Provide access to assessment and other available data for the purposes of program evaluation, including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number);
2. Collect aggregate student data (grade, race, sex, free/reduced lunch, special education and English language learner) required for federal reporting;
3. Collect state assessment data each summer;

4. Collect report card grades, school day attendance and discipline reports at the end of each semester.

**Club data sharing responsibilities:**

1. Collect teacher, parent and student survey data at start and end of each program year;
2. Collect program pre- and post-tests and parent event surveys as administered.
3. Track individual student community learning center enrollment and attendance;
4. Input required data in federal and state reports;

**Joint responsibilities:**

1. Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
2. Own, store, and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
3. Create or decide upon data collection instruments.

**G. Duration**

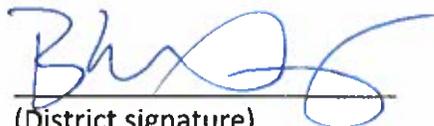
This MOU shall commence on July 1, 2021 and shall continue for a period of *FIVE* years or to July 31, 2026.

**Signatures**

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



(Club signature)



(District signature)

Steve Davidson

Printed Name:

Brent Hawkins

Printed Name

CEO

Position

Superintendent

Position

Boys & Girls Clubs of Deep East Texas  
Organization

Livingston Independent School District  
Organization

12/14/2020

Date

12/14/2020

Date



## **Memorandum of Understanding**

**between**

**Nacogdoches Independent School District**

**and**

**Boys & Girls Clubs of Deep East Texas**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the **NACOGDOCHES INDEPENDENT SCHOOL DISTRICT** and the **BOYS & GIRLS CLUBS OF DEEP EAST TEXAS**, who will collaborate to provide 21<sup>ST</sup> Century Community Learning Center (21<sup>ST</sup> CCLC) services to students attending **BROOKS-QUINN-JONES ELEMENTARY SCHOOL, EMELINE CARPENTER ELEMENTARY SCHOOL, and FREDONIA ELEMENTARY SCHOOL.**

**School District Partner:** NACOGDOCHES INDEPENDENT SCHOOL DISTRICT (the District)

**Representative:** Gabriel Trujillo

**Position:** Superintendent

**Address:** 420 S. Shawnee, Nacogdoches, TX 75961

**Telephone:** 936-569-5000

**Fax:** 936-569-5798

**E-mail:** gtrujillo@nacisd.org

**Fiscal Agent:** BOYS & GIRLS CLUBS OF DEEP EAST TEXAS (the Club)

**Representative:** Steve Davidson

**Position:** CEO

**Address:** 941 Tower RD, Nacogdoches, TX 75961

**Telephone:** 936-560-6844

**Fax:** 936-560-9697

**E-mail:** davidsonse@bgcdet.org

## **A. Purpose**

The District believes that academic support and enrichment provided immediately after school will improve the academic success of NISD students, therefore serving a public purpose and that the CCLC program benefits this educational and public purpose. The intent of this MOU, therefore, is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program to achieve the following mutually agreed upon goals:

1. Provide opportunities for academic enrichment, including tutorial services to help students meet the challenging state academic standards.
2. Offer students a broad array of additional services, programs, and activities that may include youth development; nutrition and health education; drug- and violence-prevention; behavioral health, arts, music, physical fitness and wellness; technology education; financial literacy; environmental; and STEM.
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

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

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

1. Review of objective data: state assessment scores; school and/or campus improvement plan; Targeted Improvement Plan (TIP); discipline reports; school attendance records; school needs assessment; school data assessment; and student, parent and teacher surveys.
2. Interviews: Planning meetings between the District and the Club were held on September 29, 2020 and October 22, 2020 to review the above data and discuss in more detail the 21<sup>st</sup> CCLC program to best meet the needs of students and their families.

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

1. Academic Support through tutoring and evidence-based programs that may include Power Hour, Project Learn, Summer Brain Gain, DIY STEM and/or STEM Building Blocks, and Diplomas to Degrees.
2. Enrichment and Youth Development programs that may include Triple Play, SMART Moves, Street Smart, Smart Girls, Passport to Manhood, Money Matters, Career Launch, and Torch Club.

3. Family Engagement plans that may include Nacogdoches Naturally – Outdoor Education, Money Matters, Burke Center – Mental Health education, Cooking classes, American Sign Language, and Technology Literacy.

### **C. Duties of Parties**

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

#### **District & School Responsibilities:**

1. Provide access to office space including phone and data access; classroom space and/or other appropriate space; and support necessary to accommodate the afterschool program, including custodial support;
2. Assist in the development and maintenance of systems for communication and information-sharing with Club 21<sup>st</sup> CCLC staff consistent with Section F, Data Sharing, and the Family Educational Rights and Privacy Act, particularly to support program components such as homework help/tutoring and the administration of teacher surveys;
3. Actively support the involvement of teachers and other school day staff in the 21<sup>st</sup> CCLC program, including teachers/staff that may be employed by the program;
4. Open applicable school day teacher trainings to Club 21<sup>st</sup> CCLC staff;
5. Coordinate and support Family Engagement activities with the 21<sup>st</sup> CCLC program;

#### **Club Responsibilities:**

1. Serve as the fiscal agent for the grant;
2. Provide proven afterschool programs in academic support, enrichment, and youth development;
3. Plan and implement Family Engagement activities;
4. Develop and maintain systems for communication and information-sharing with school day staff, particularly to support program components such as homework help/tutoring and the administration of teacher surveys;
5. Purchase necessary materials and supplies for designated program components in accordance with the 21<sup>st</sup> CCLC budget;

6. Lead recruitment of community partners;
7. Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;
8. Hire and supervise staff;
9. Provide necessary and appropriate administrative and operational support to the program;
10. Recruit and refer students to the afterschool program
11. The Club certifies that, prior to any BGCA/Club employee, agent or official commencing or continuing work under this MOU, the Club has complied with Texas Education Code §22.0834 that the Club has received all criminal history record information relating to each BGCA/Club employee, agent or official and has ensured the following:
  - a) Each BGCA/Club employee, agent or official has submitted to a national criminal history record information review before being employed or serving in a capacity described by Texas Education Code §22.0834(a); and
  - b) The criminal background information obtained by the Club for any employee, agent or official working under this MOU will be provided to NISD.

Upon receipt of information that any Club employee, agent or official has been convicted of a disqualifying offense identified in the Texas Education Code, the Club will notify the District and remove such employee, agent or official from any direct contact with students and from any NISD campus.

**Joint Responsibilities:**

1. Work effectively with Club partners to implement collaborative approaches to student recruitment/referral, program activity alignment, and curricula adaptation;
2. Recruit and refer students to the afterschool program;
3. Communicate and collaborate with all partners;
4. Complete all paperwork related to the program in a timely manner;
5. Participate in the evaluation of the afterschool program at the local, state, and federal levels;
6. Assist the program in developing, implementing, and making progress on its sustainability plan;

7. Participate on the Advisory Committee;
8. Attend all collaboration meetings; and
9. Work toward meeting shared student outcomes in the 3 goal areas described earlier and the year 1 SMART goal: By the end of Year 1, 75% of students and families enrolled in the 21<sup>st</sup> CCLC and attending regularly will demonstrate improvement in academic outcomes, school engagement, and out-of-school time learning activities as measured by school grades, standardized tests, school day attendance, and family engagement measures.
10. Address all priority areas as follows:

**Statutory Priority 1 – Targeted Services**

We affirm that 65% or more of the students served will attend schools that meet both of the following criteria:

- a. Identified as a comprehensive or targeted support and improvement campus for 2020-2021

AND

- b. Has an “at risk” population greater than the state average (50%):

Brooks Quinn Jones Elementary – Targeted; 74.9% at-risk  
Emeline Carpenter Elementary – Targeted; 80.2% at-risk  
Fredonia Elementary – Targeted; 77.4% at-risk

**Statutory Priority 2 – Joint Partnerships**

Individually, neither BGCDDET nor NISD could achieve the goals described in this project. Together, we are able to devise a reasonable and specific plan for how the partnership will expand the capacity of each organizations to achieve shared goals. As just one example, the Brooks Quinn Campus Improvement Plan (2020-2021) explains that, “a majority of parents said they needed support in reading” and identifies the root cause of that problem as a, “lack of aligned efforts to provide literacy training and at home activities.” The creation of a 21<sup>st</sup> CCLC with dedicated parent engagement and literacy activities directly addresses this need and helps the school meet their improvement goal in ways that the school is struggling to do alone. The partnership therefore increases the scope and quality of services that could never be provided by just one entity while improving the options for future sustainability.

**Program Priority 1 – 21<sup>st</sup> CCLC Program Integration**

This 21<sup>st</sup> CCLC has been designed so that all program activities are aligned with the Texas ACE Blueprint, Texas Essential Knowledge and Skills (TEKS), School-wide Title 1 programming, and each school's Campus Improvement Plan. Additionally, summer programming includes the evidence-based Summer Brain-Gain, which meets the same academic objectives as the Additional Days School Year (ADSY) summer program.

#### **D. Advisory Committee Roles and Responsibilities**

Both the District and the Club will participate in the Advisory Committee. The make-up of the Advisory Committee will be as follows:

1. District Superintendent or designated representative, School Principal, 2 teachers, 2 parents, 2 students, 1 Community Member
2. Club CEO, 21<sup>st</sup> CCLC Director, Site Coordinator, Family Engagement Specialist, Program staff, and 1 Community Member.

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

#### **E. Funding and Support**

Each partner will commit the following resources to the program:

##### **District In-kind or matching contributions to include:**

1. Facilities:
  - Brooks-Quinn-Jones Elementary, 907 N. Sanders, Nacogdoches, Texas  
Areas to be utilized may include office space, program space to accompany up to 150 students with a daily capacity of 100, computer lab, gym, auditorium, classrooms, outdoor spaces, and janitorial services.
  - Emeline Carpenter Elementary, 1005 Leroy Street, Nacogdoches, Texas  
Areas to be utilized may include office space, program space to accompany up to 125 students with a daily capacity of 75, computer lab, gym, auditorium, classrooms, outdoor spaces, and janitorial services.
  - Fredonia Elementary, 1326 S. Fredonia Street, Nacogdoches, Texas  
Areas to be utilized may include office space, program space to accompany up to 125 students with a daily capacity of 75, computer lab, gym, auditorium, classrooms, outdoor spaces, and janitorial services.
2. Technology: Personal computers and/or computer lab, and software to be used.
3. Program Alignment: Approximately 20 hours/program year of grade level teacher time to advise 21<sup>st</sup> CCLC staff in aligning program activities to standards and school day curriculum.

4. Recruitment and referral: Assistance from school day teachers to identify students performing below proficient and refer them to 21<sup>st</sup> CCLC staff for recruitment.
5. Transportation: District bus to transport students' home after program.

**Club In-kind or matching contributions to include:**

1. Technology: Computers if not provided by school, software, etc. that the program will use.
2. Member tracking system: Electronic card and software to record 21<sup>st</sup> CCLC participant attendance at each program activity.
3. Curriculum: BGCA academic and youth development programs may include Power Hour, Project Learn, Tutoring, Summer Brain Gain, STEM, Torch Club, Triple Play, SMART Moves, Smart Girls, Passport to Manhood, Money Matters, Arts, and Music Makers.
4. Training: BGCA-certified trainers to train staff on academic and youth development programs.
5. Administrative responsibilities to include Human Resources, Accounts Payable, and Payroll.

**F. Data Sharing**

The Club and the District agree to share data required to evaluate the program's progress in meeting its goals and objectives and in the student referral process. Anyone having access to student data will sign a confidentiality agreement attached to this MOU. This includes:

**District data sharing responsibilities:**

1. Provide access to assessment and other available data for the purposes of program evaluation and student referrals , including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number);
2. Collect aggregate student data (grade, race, sex, free/reduced lunch, special education and English language learner) required for federal reporting;
3. Collect state assessment data each summer;
4. Collect report card grades, school day attendance and discipline reports at the end of each semester.

**Club data sharing responsibilities:**

1. Collect teacher, parent and student survey data at the start and end of each program year;
2. Collect program pre- and post-tests and parent event surveys as administered.

3. Track individual student community learning center enrollment and attendance;
4. Input required data in federal and state grant reports;

**Joint data sharing responsibilities:**

1. Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
2. Own, store, and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
3. Create or decide upon data collection instruments.

**G. Duration**

This MOU shall commence on \_\_\_\_\_. The grant could extend to a maximum of 5 years depending if it is renewed on an annual basis. The duration of this MOU will be the length or term of the grant.

**Signatures**

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



(Club signature)



(District signature)

Steve Davidson

Printed Name:

Gabriel Trujillo

Printed Name

CEO

Position

Superintendent

Position

Boys & Girls Clubs of Deep East Texas  
Organization

Nacogdoches Independent School District  
Organization

1/14/2021

Date

January 14, 2021

Date