



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

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

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: From to **Pre-award costs:** permitted for this grant

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 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
83.8% of Bob Hope students are from economically disadvantaged households; 37.3% are English-language Learners; and 40.3% are at-risk of dropping out. These demographics represent students among the MOST IN NEED for academic/enrichment programs	Total enrollment across all 4 campuses is approximately 2,550 students in grades PK-12. 21st CCLC funding will support TEKS-aligned academic sessions, a broad array of additional enrichment activities, and family engagement programming for 700 HIGH-NEED, LOW-INCOME students (28% of enrollment) in Beaumont and Port Arthur.
Low-income families of Bob Hope students MOST IN NEED require supports to help their children plan for, apply to, enroll in, attend, and persist in college through to degree attainment.	The proposed program will engage at least 350 parents/guardians in learning how best to support their college-bound children. Bob Hope has an MOU with Mid-County Teachers Credit Union to provide financial literacy to assist with college preparation and planning.
In 2018-19, an impressive 42.2% of Bob Hope students earned at least some dual-course credits (compared with 20.8% of students across the state), yet 0% earned an AA degree, compared with 1.9% across the state (up from 1.4% the previous year).	After-school programming will allow high school students additional time to complete dual-credit studies and coursework for high school and college credits. Bob Hope has an MOU with partner Lamar State College-Port Arthur that will expand academic and social-emotional support services to help students earn up to 60 hours of rigorous college credits and an AA in 4-5 years.

5. SMART Goal

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

By the end of the first program year:
 --At least 80% of all students, all grade levels, will Meet Standard on STAAR/EOC Reading;
 --At least 80% of all students, all grade levels, will Meet Standard on STAAR/EOC Math.

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 first project quarter:
 --At least 50% of all students, all grade levels, will Meet Standard on STAAR/EOC Reading;
 --At least 50% of all students, all grade levels, will Meet Standard on STAAR/EOC Math.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second project quarter:
--At least 60% of all students, all grade levels, will Meet Standard on STAAR/EOC Reading;
--At least 60% of all students, all grade levels, will Meet Standard on STAAR/EOC Math.

Third-Quarter Benchmark

By the end of the third project quarter:
--At least 70% of all students, all grade levels, will Meet Standard on STAAR/EOC Reading;
--At least 70% of all students, all grade levels, will Meet Standard on STAAR/EOC Math.

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.

The Bob Hope Leadership Team uses the District Improvement Plan and Campus Improvement Plan processes of collecting and reviewing multiple sources of qualitative and quantitative data, setting ambitious but realistic goals, and creating action plans to realize those goals. The district's data management systems allow administrators, teachers, parents, and students to view data appropriate to their role and to be accountable for improving outcomes. The Project Safe SpACE Project Management Team will integrate data collection for this 21st CCLC grant initiative into the overall data collection efforts for the District and Campus Improvement Plans, expanding the schedule to include data-gathering for specific 21st CCLC outcomes-based measures of effectiveness described on page 6. In addition to QUANTITATIVE data needed to show progress toward SMART goals (STAAR and EOC benchmark test results), the PD will monitor program enrollment, school-day and afterschool program attendance, trends in behavior and discipline, improvements in family involvement in each school and in the Project Safe SpACE program, and retention of students in the program over time. QUALITATIVE data will include student and parent "voice and choice" surveys regarding program offerings, session evaluations, overall program satisfaction, and pre- and post-session program surveys of impact and effectiveness. The PD will also visit each site at least twice weekly to observe each SC, monitor program implementation to ensure overall quality, and troubleshoot issues as they arise. The full-time Project Director (PD), supported by others on the Leadership Team (CEO and Chiefs of Operations, Academics, and Schools), will be responsible for project reporting to TEA. Additionally, Bob Hope School will implement a structured biannual data review process designed to identify student strengths and weaknesses and develop individual instructional support plans. In the unlikely event that benchmarks/summative SMART goals do not show progress, the PD and Site Coordinators (SCs), in conjunction with program staff, partner Lamar State College (as appropriate), the enrolled 21st CCLC student, and the student's parent/guardian, will collaborate and create a personalized plan for struggling students to achieve social, emotional, and academic growth and achievement. Project Safe SpACE staff will revisit the plan with each student weekly for ongoing accountability and support.

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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.

- Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- 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.
- 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. NEEDS ASSESSMENT PROCESS. The Project Planning Team (CEO, Chief Operations Officer, Chief Academic Officer, and Chief of Schools) met in December 2020 and January 2021 to determine programming and related funding needs based on district and campus improvement plans, school and community economics and demographics, student achievement gaps, campus needs and assets, current parent involvement. The team gathered and analyzed additional input from school principals, teachers, counselors, parents, and students via informal conversations regarding each campus's need, preferred project partners, the estimated number or percent of students who would likely participate, recommendations for the planning team, and examples of how this 21st CCLC program would allow each school to achieve its stated goals. The team also committed to surveying students and parents twice a year to obtain feedback on afterschool programming.

B. RESULTS, INCLUDING THE STUDENT POPULATION DEEMED "MOST IN NEED". The 2,480 students enrolled at the four Bob Hope School campuses chosen are collectively 83.8% economically disadvantaged and 37.3% ELL, as compared with students across the state (which are 60.6% economically disadvantaged and 19.5% ELL, respectively). Therefore, all students at these schools require additional academic resources and family support to succeed, which this 21st CCLC program, known as "Project Safe SpACE" will provide. The average at-risk population across all four included campuses is 47.3%. Bob Hope School leaders have planned for 28% (700) of students to participate on a regular (45+ days/year) basis.

C. PLAN FOR ASSESSING AND RECRUITING STUDENTS MOST IN NEED AND ADDRESSING NEEDS OF WORKING FAMILIES
The majority of Bob Hope School's graduates are first-generation college attenders with few financial, social, or academic resources for school persistence and success outside of existing district supports. In the past 3-4 years, Bob Hope has focused on growing its dual-credit program to assist its students in earning college credits as a foundation for increasing their readiness for and persistence in college. During the grant period, students in need of remediation, in danger of failing, or with recent academic failures, as determined by Bob Hope's internal data tracking systems, will be specifically recruited to participate in the program's individualized tutorials, homework assistance, and other targeted academic support activities by content area. Data from actual and benchmark tests, progress reports, weekly formative assessments and report cards, along with input from teachers at weekly grade team meetings, will determine individualized placement in academic offerings, Texas Success Initiative (TSI) preparatory camps, leadership development opportunities, and other exciting enrichment programs. The four Site Coordinators (SCs) will be responsible for recruiting and enrolling the targeted number of participating students at their sites and ensuring a variety of engaging programming to maintain their regular (45+ days) participation throughout the program year. The Project Director will ensure all SCs know and understand the overall program objectives and will support them in making a programming plan to achieve the objectives at their campus. The Project Director, supported by the Chief Academic Officer, will provide monthly professional development sessions tailored to SC training needs to build capacity. Weekly Project Management Team meetings will feature data collection and analysis to track progress toward achieving all objectives and program goals. To address the needs of working families, Bob Hope School will schedule family engagement activities such as Open House/Meet the Teacher Night, Family Math and Reading Nights, computer and financial literacy sessions, support for FAFSA (financial aid) completion, and college application trainings on selected weekends and during later evening times. The program will also provide transportation to a convenient adjunct site where two program partners, school staff, and volunteers will offer ongoing, additional supports.

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9. Statutory/Program Requirements (Cont.)

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

The proposed design of this 21st CCLC program, known internally as "Project Safe SpACE: Afterschool Centers of Education at Bob Hope Schools", will positively impact this set of measures at the grant and center levels by extending Bob Hope's academic initiatives for 555 additional hours (435 hours during fall and spring and 120 hours during summer), which is the equivalent of more than 75 extra days of instruction per year for 5 years (375 additional instructional days, total).

The SMART goals listed under each of the 5 MEASURES OF EFFECTIVENESS describe the estimated impact of the program on regularly participating (45+ days/year) students over time and align with Bob Hope School's district-wide goals.

A. GROWTH IN STATE ASSESSMENT: 1. At least 80% of all students, all grade levels, will Meet Standard on STAAR/EOC Reading; 2. At least 80% of all students, all grade levels, will Meet Standard on STAAR/EOC Math.

B. IMPROVED GPA: 1. At least 85% of participating students in grades K-5 perform on or above grade level in Reading; 2. At least 95% of participating students will pass all classes (be on track to be promoted and/or graduate)

C. INCREASED SCHOOL DAY ATTENDANCE: 1. At least 85% of the targeted number of students attend the program for 45 days or more (fall, spring); 2. At least 75% of the targeted number of students attend the program for 12 days or more (summer); and 3. At least 65% of students attend the entire (scheduled) day of programming each term (fall, spring, summer).

D. IMPROVED SCHOOL DAY BEHAVIOR: 1. The rate of disciplinary incidents at each campus will be <1%.

E. INCREASED STUDENT ENGAGEMENT IN LEARNING: 1. Enrollment in dual-credit coursework expands; and 2. The number of college credit hours earned among dual-credit enrollees increases by at least 10%.

Bob Hope School will use the Quality Assurance Process (QAP) to collect data and review Quality Assurance Monitors' feedback on quality criteria such as "School day staff and ACE staff regularly coordinate to align the program with school day instruction" (Campus and Program Engagement); "The center analyzes data to identify trends in daily attendance" (Student Recruitment and Attendance); "The center routinely provides oversight and constructive feedback on lesson planning, instructional delivery, and academic support services" (Intentional Activities); and "Family engagement activities target identified family needs and preferences and support the academic needs of students" (Family Engagement) to determine where the 21st CCLC program is on the Stages of Practice rubric (Compliant-->Implementing-->Progressing-->Optimizing).

Bob Hope School will conduct its local evaluation at the center level and will submit either a grantee-level executive summary or center-level executive summaries to TEA on an annual basis (to be determined by the Project Management Team in consultation with TEA). The Project Director will also complete a comprehensive annual evaluation report as required and will make the report available to parents, program partners, and program staff to assist the learning community's various stakeholders in understanding program results. Evaluation reports will also incorporate feedback from the 12 members of the CEO's Teacher Advisory Council, which meets monthly.

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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.

Bob Hope School implements the following school-day programs: Dual-language Montessori (gr. PK3-2); dual-language instruction (gr. 3-5); dual-language in math and reading (gr. 6); Accelerated Reader. Additionally, the enrichment curriculum, which begins in grade 1, consists of instruction in strings (violin, viola, and cello) and Mandarin Chinese. The secondary curriculum is rigorous and college-prep focused. All high school students are offered SAT and Texas Success Initiative (TSI) camps and the opportunity to enroll in dual-credit coursework through partner, Lamar State College-Port Arthur. Online and electronic materials supplement textbooks, including Study Island, Accelerated Reader, myON online library, Discovery Education, Achieve3000 Math and Literacy, Newsela, BrainPOP, and TexQuest. Students are provided a school-issued Chromebook for online studies, projects, and research. High school students can participate in the Career Prep program, which allows them to attend school 1/2 day and work 1/2 day.

All teachers at the four Bob Hope School campuses have been extensively trained to implement all aspects of these respective curricula, align them with the TEKS, and integrate STAAR/EOC preparation to further improve student academic growth and achievement. All personnel hired as Project Safe SpACE academic instructors will implement STANDARDS-ALIGNED academic, remediation, and acceleration activities to ensure student academic success and progress toward center and grantee-level goals. District and teacher support for these programs will continue throughout the grant funding period in accordance with written agreements and will be supplementary in nature to the materials, training, and support provided by TEA.

STUDENTS MOST IN NEED:

Bob Hope's 21st CCLC standards-aligned academic instruction and enrichment programming will be adapted to meet individual student needs (including at-risk students and those served by ELL and Special Education programs) in the following ways: Adhere to students' existing Individual Education Plans (IEPs)—example: read instructions aloud; allow extra time on task, provide 1:1 support, etc.; Use computer-based adaptive learning programs—example: Accelerated Reader Zone, Study Island, online tutoring, and test prep, etc.; Vary instructional settings to maximum student engagement—example: classrooms for tutorials; playground space or gym for sports, dance, or other active events; gardens and other outdoor spaces for hands-on STEM learning; public spaces for mural painting; and Vary types of activities by day and session—example (in fall and spring): academic assistance for first 45 minutes; enrichment activities for second 45-minute session; family engagement activities for third 45-minute session and to facilitate parent involvement while integrating with safe transportation home/student pick-up.

OVERSIGHT/MONITORING/ASSESSMENT:

The "Project Safe SpACE" Project Director (PD) will ensure activities address students' SOCIAL AND EMOTIONAL SKILLS DEVELOPMENT, are engaging for students, and are also customized to each center's learning community by directing Site Coordinators to gather data through STUDENT VOICE AND CHOICE instruments and to collect related input informally throughout the program year and formally from satisfaction surveys administered to students, parents, partners, teachers, program volunteers, and school and district leaders at the end of the program year. The PD will administer biannual surveys to parents and will solicit input regarding program implementation and satisfaction in upcoming surveys. The PD will also comply with all required needs assessment updates as specified by TEA and Texas ACE. The Project Management Team described on page 9 will ENSURE THE GOALS AND OBJECTIVES of student activities (see page 6) ARE MET AT EACH CENTER. Please also see #7 on page 3 for more detail on program evaluation.

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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

Bob Hope Schools is excited to partner with four organizations to bring additional resources, supports, and volunteers to benefit students, parents, and families. Please see the attached MOUs for each of the following:

1. LAMAR STATE COLLEGE-PORT ARTHUR (LSC-PA):

This longstanding partnership (see ongoing MOU attached) will extend to the 21st CCLC program and allow students to earn more dual-credit according to their needs and interests. The dual-credit courses are taught on-line, on-campus, and/or at Bob Hope by faculty employed by LSC-PA or by instructors employed by Bob Hope. Students can earn up to 60 college hours (15 hours per year) by the end of their senior year and take up to five years to do so. Students can graduate with two full years of college course work complete and satisfy the majority of the general education requirements for a bachelor's degree. In most majors, a student can complete virtually all of his or her freshman and sophomore course work in Port Arthur and be fully prepared to move into junior- and senior-level course work at Lamar University in Beaumont or another senior institution.

Bob Hope will be responsible for a TSI camp for rising 9th graders (during Spring of 8th grade) prior to TSI exam in May; textbooks and course supplies; and student transportation for courses held on the LSC-PA campus

2. ST JOSEPH'S CATHOLIC CHURCH (Port Arthur) and 3. CRISTO REY CATHOLIC CHURCH (Beaumont):

These two community-based churches serve a combined 2,735 families in the two cities where Bob Hope Schools have established campuses. Both have bilingual staff who can communicate with English- and Spanish-speaking parents, caregivers, and students.

Each church will provide meeting space, volunteers, and other resources to support 21st CCLC programming (homework help, tutorials, enrichment offerings, physical education/recreational activities, connections to social services for families and students).

Bob Hope will provide student transportation, school staff to work with church staff and volunteers during program hours, and computers for on-site parent engagement and student activities.

4. MID-COUNTY TEACHERS CREDIT UNION:

This partnership will provide digital financial literacy programs for all interested participants and on-site financial literacy demonstrations for high school students and parents/caregivers, with an emphasis on how to financially prepare for, save/invest for, and apply to colleges and universities. Offerings will include shareable worksheets and other tools and will incorporate FAFSA (financial aid application) completion, increasing the number of students and families who understand and apply for tuition assistance.

Bob Hope will provide meeting space for family engagement sessions and outreach to parents and caregivers. Materials will be available in both English and Spanish for maximum reach and benefit.

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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.

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) notes that effective after-school programs are aligned to the school day; provide time for students to study, learn and practice; include motivational activities; and frequently uses technology, science and the arts to support youth development, student learning, and engagement. Examples of best practices for PROGRAMMING include cross-content integration, diversity of activities, real-world examples, dialogic and cooperative learning, cultural awareness programs, and embedding learning discretely in sports, games, discussions, and journal writing. Additionally, developing programs that are the result of collaborative efforts between day school and after-school instruction give students a beneficial continuity between content-area teaching and learning in the two instructional environments. Finally, providing character development programs and incorporating community involvement and volunteer opportunities give students real-world skills that prepare them for success in post-secondary environments as well as the workplace.

All program Centers will provide tutoring services in the core content areas and will feature scientifically researched-based best practices such as differentiating instruction, hands-on curriculum, project-based learning, small group session instruction, and other strategies. Students in need of remediation, in danger of failing, or with recent academic failures will be assigned to tutorials, homework assistance, and other academic support activities by content area. Students achieving at or above grade level will be encouraged to serve as peer tutors to reinforce their own learning and to provide support to their classmates. All students will be allowed and encouraged to participate in enrichment activities such as sports/recreation, clubs, and fine arts activities. The Project Director and Site Coordinators will ensure that students' Special Education modifications will be honored during extended-day activities and that Individualized Graduation Plans will be followed, updated, and modified accordingly throughout the funding period.

SOURCE: Making Afterschool Programs Better, by Denise Huang and Ron Dietel. 2011. Policy Brief No. 11 <http://www.sedl.org/afterschool/commonpractices.pdf>

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.

Since the majority of program activities will be offered at the students' home campuses of record, they will not have to be transported for regular program-day offerings. Other activities such as college/university tours, museum visits, or fine arts performances will take place on those sites. Bob Hope will provide safe bus transportation to Cristo Rey and St. Joseph's Catholic Churches for activities taking place at those locations.

At the end of each school day, students will leave their regular classroom and go directly to the cafeteria (or other appointed area) to check in for their 21st CCLC program participation where they will be given a healthy snack and will proceed with their teacher to the location of their first program session. All students will transition in an orderly manner, supervised by program staff (teachers and contractors/partners), to subsequent sessions, and teachers will take attendance as appropriate (unless students travel as a whole group).

At the end of each after-school program day, students will leave their assigned activity and go directly to the appointed area to check out. Bus riders will report to the bus loading area where their transportation home will be coordinated. Students not approved to bike or walk home will be picked up by an authorized adult who maintains the proper documentation (for example, a driver's license or other official photo ID). All areas of the school will be monitored as they would for the regular school day. Students at adjunct sites will follow similar procedures.

Site Coordinators, assisted by school staff during the transition from school day to after-school, will monitor the check-in/check-out, student walker, parent drop-off/pickup, and bus procedures at each campus during program hours (after school, selected Saturdays, and summer sessions) to ensure all students arrive and leave campus in a safe, orderly, and supervised manner with the support of an experienced transportation team. The Program Director and Site Coordinators (and others as appropriate) will maintain updated contact information for the parents/ caregivers of each student as well as current emergency or other contact information for neighborhood/ community Fire, Police, and Child Protective Services.

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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.

Bob Hope Schools and Cristo Rey will disseminate information about Project Safe SpACE in the following UNDERSTANDABLE and ACCESSIBLE ways:

For RECRUITMENT purposes, the info will be distributed via fliers in English and Spanish, sent electronically and on paper, campus/network websites, announcements made during parent meetings, emails to parents with online access, text messages for parents who have opted in, and calls to students' homes made through the district calling system (Student Messenger). Program partners, St. Joseph's Catholic Church and Cristo Rey Catholic Church, will also assist with program recruitment through bilingual announcements to their respective congregations, which reach a combined congregation of 2,735 families.

For SHARING PROGRAM SUCCESSES, formative and summative reports and summaries will be disseminated at Board, Executive Leadership Team, and school faculty meetings, at parent/teacher organization meetings, parent/teacher conferences, by letters to parents (in English and Spanish), and through school newsletters or similar publications. Campus/district websites and social media pages will feature text and video messages celebrating milestones and highlighting best practices and program results. St. Joseph's and Cristo Rey Catholic Churches will also assist in sharing information on program success with their parishioners and the larger community via bilingual announcements, printed material (in English and Spanish), and on their websites and social media channels.

The Project Safe SpACE Project Director and staff will also share information via program trainings and meetings with TEA and Texas ACE staff.

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.

BOB HOPE SCHOOLS IS APPLYING FOR PROGRAM PRIORITY 1 - PROGRAM INTEGRATION AND THE FULL COMPLEMENT OF RELATED PRIORITY POINTS. District and program leaders will integrate activities as well as materials and financial resources from Bob Hope Schools' existing dual-language Montessori, two-way dual language, and dual-credit programs into extended-day and summer programs in order to increase student academic outcomes (increasing fluency in two languages; increasing overall student growth and achievement in math and reading/language arts; increasing dual-credit hours attained; and increasing the number of students attaining an AA degree). District leaders from Academics, Finance, and Operations will work with the Project Director to coordinate the efficient use of local, per-pupil funding, grants from the state, and federal Title funds in the operation of granted programs, thereby ensuring that 21st CCLC grant funds will be integrated with public resources to increase instructional delivery specifically designed to meet the individual need of each student. Additionally, individual schools elect to direct a portion of other funding, such as Compensatory Education, Special Education, or Bilingual Education dollars, in support of specific programs targeted to qualifying students or purposes.

Project Safe SpACE is designed to help meet short- and long-term goals for student academic achievement by increasing the intensity, duration, and dosage of academic support services for students offered over 555 hours each of the five program years through fall, spring, and summer sessions; establishing and expanding partnerships to reach more students and families with educational programming and referrals to social service agencies (see page 8); and collecting a variety of qualitative and quantitative data (see #7, page 3). Assessments used to determine program impact include NWEA MAP, TxKEA (reading diagnostic/dyslexia screener), TPRI/Tejas Lee, Star 360, and STAAR/EOC exams.

For TEA Use Only:

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

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.

Bob Hope Schools realizes that the institutional commitment to this 21st CCLC project extends beyond the resources to be acquired with grant funds to include a much broader range of human, financial, infrastructure, facility, volunteer, and in-kind resources and support. Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

For maximum impact of program dollars, and with an eye toward effectively and efficiently managing funding from a variety of sources throughout the grant period, Bob Hope Schools will coordinate project activities, strategies, and materials with the following array of district, community, state, and federal resources to maximize delivery of program services for 700 students and at least 200 parents who will participate in the 21st CCLC program offered at the four Center sites and two churches, which will serve as adjunct sites for selected activities. Examples of funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, federal (USDE) grants, state (TEA) competitive grants, state (TEA) formula funding, per-pupil regular (ADA) funding, weighted ADA (WADA) funding, and potential philanthropic support. As noted on the previous page, individual schools may direct a portion of other funding, such as Compensatory Ed, Special Ed, or Bilingual Ed.

Additionally, resources provided by this 21st CCLC grant, such as program staff training and development, technology, and non-consumable curriculum materials will continue to exist in the schools for which they are acquired for several years of useful life after program funding ends.

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)

Project Safe SpACE program staff will identify interested community volunteers from several locations and sources around the county, including local nonprofit organizations, churches, students' parents and adult family members, college students, Kiwanis, and Rotary Club.

In collaboration with the Project Director, Bob Hope Schools will manage the screening process for interested individuals who wish to serve as Project Safe SpACE volunteers. All volunteers who will work directly with students will be required to submit to a background check (in accordance with district policy) in order to ensure that they are not a threat to students.

Once screened and approved, volunteers will receive the appropriate volunteer training, including on sexual harassment and school and student safety, as required by Bob Hope Schools' Human Resources staff and Texas ACE. Further guidance and preparation for volunteers working specifically with children in the 21st CCLC Program will be designed and presented by the Project Director and Site Coordinators and updated annually as needed.

Bob Hope Schools assures TEA that volunteers who have access to student data will do so in compliance with FERPA, the Family Education Rights and Privacy Act. In addition, the person must demonstrate subject matter or program-area competency, experience, and expertise in working with people, whether student or adult.

For TEA Use Only:
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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.

The more engaging and compelling the program design, the more demand there is for student participation, and this excitement to participate in the after-school program improves students' school-day attendance as well. Overall district attendance is strong. However, strategies to improve attendance will be ongoing and include: Soliciting student voice and choice to ensure ongoing program attractiveness; Sharing campus, district, and program attendance goals with students and parents through meetings, newsletters, and other media; Offering an enticing array of 21st CCLC academic enrichment, sports/recreation/movement, fine arts, cultural/social, and student volunteer/service-learning activities that encourage attendance at school, attendance in the program, and parent support and engagement; Directing a portion of the Family Engagement Specialist's time to communicate directly with parents regarding the impact of their child's absences; and Acknowledging and celebrating improved attendance.

Bob Hope Schools' goal for attendance is 98%. As noted on page 6, student attendance SMART goals for the first year of 21st CCLC programming include:

1. At least 85% of the targeted number of students attend the program for 45 days or more (fall, spring);
2. At least 75% of the targeted number of students attend the program for 12 days or more (summer); and
3. At least 65% of students attend the entire (scheduled) day of programming each term (fall, spring, summer).

Project Safe SpACE will operate 15 hours a week for 29 weeks in fall and spring and 24 hours a week for 5 weeks in summer for a total of 555 additional instructional hours each program year. Attendance data will be entered daily for all program participants.

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.

As noted on page 5, the Project Safe SpACE Project Planning Team determined each center's programming, operations schedule, and related funding needs based on district and campus improvement plans, school and community economics and demographics, student achievement gaps, campus needs and assets, current parent involvement. The team gathered and analyzed additional input from school principals, teachers, counselors, parents, and students via informal conversations regarding each campus's need, preferred project partners, the estimated number or percent of students who would likely participate, recommendations for the planning team, and examples of how this 21st CCLC program would allow each school to achieve its stated goals.

The Planning Team intends that the Project Safe SpACE Project Director will be hired/designated from within Bob Hope Schools' trusted cadre of existing instructional and program leaders, thereby ensuring that 21st Century programming, staffing, policies, procedures, and all operations are in full alignment with the school-day initiatives described on page 7. This is the foundation for meeting the MEASURES OF EFFECTIVENESS, SMART goals, and student service targets stated throughout this proposal. Likewise, the hiring/designation of each Site Coordinator (SC) will be approved by the school Principal at that site in consultation with the Project Director (PD) to ensure 1) the SC is a fit for the school culture; and 2) the seamless integration of school and district operations with program implementation.

The Project Management Team, described on page 9--PD, 4 SCs, and Family Engagement Specialist (FES) as supported by staff from other key departments--will communicate weekly to share best practices and keep Bob Hope's 21st CCLC implementation progressing along the Quality Assurance Program Stages of Practice rubric from Implementing to Optimizing. Multiple levels of oversight (Chief Academic Officer, Principals, PD, SCs), feedback (student and parent surveys, the CEO's 12-member Teacher Advisory Council), and support (TEA, Texas ACE monitors and Blueprint, project partners) provide necessary structures for success.

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

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

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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.	Required staff payroll (PD, FES, 3 SCs) plus 25% fringe	\$235,000
2.	Extra-duty pay for professionals (fall, spring, summer)	\$386,000
3.	Extra-duty pay for paraprofessionals (fall, spring, summer)	\$70,110
4.	Custodial support (fall and spring)	\$16,240
5.	Fringe for lines 2-4 (subtotal: 707,350) @ 22%	\$155,617

Professional and Contracted Services

6.	All vendors contracted to provide enrichment programming (ex: music, art, dance, etc.)	\$40,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	General office supplies for program implementation	\$4,000
12.	Computer and printers for 5 required grant project staff	\$6,000
13.	Instructional supplies and materials--ALL	\$45,000
14.		

Other Operating Costs

15.	Travel for 2 staff to attend all required grant trainings	\$2,000
16.	Travel for 2 staff to attend one state or national conference on extended-day/after-school	\$2,000
17.	Mileage reimbursement for Project Director, Family Engagement Spec., and/or Site Coords.	\$1,500

Capital Outlay

18.	NONE REQUESTED	0
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

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

For TEA Use Only:

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

Center Operations Schedule

County-district number or vendor ID:

Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	123807001	Bob Hope School 2849 9 th Ave., Port Arthur, TX 77642 409.938.3244 CONTACT: Campus Director Amber Hawk amber.hawk@bobhopeschool.org 409.983.3244 Ext. 102	0	6-8	150	75
2	123807102	Bob Hope Elementary - Beaumont 7720 Park North Dr. Beaumont, TX 77708 409.983.3244 CONTACT: Campus Director Cheymere Manual Cheymere.manual@bobhopeschool.org 409.983.3244 Ext. 701	0	PK – 5	200	75
3	123807101	Bob Hope Elementary 4301 32 nd St., Port Arthur, TX 77642 409.983.3244 CONTACT: Campus Director John McLendon john.mclendon@bobhopeschool.org 409.983.3244 Ext. 605	0	PK – 5	200	75
4	123807002	Bob Hope High School 4545 Highway 73, Port Arthur, TX 77642 409.983.3244 CONTACT: Campus Director Dr. Jesus Acosta jesus.acosta@bobhopeschool.org 409.983.3244 Ext. 525	0	9-12	150	75
5						
6						
7						
8						
9						

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(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.

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	123807001	Bob Hope School 2849 9 th Ave., Port Arthur, TX 77642 409.938.3244	6-12	150	75
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>	NA	NA	0
Fall Term	09/06/21	12/10/21	13
Spring Term	01/10/22	05/06/22	16
Summer Term	06/06/22	07/08/22	5
Total number of weeks:			34

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			4:30	7:30			4:30	7:30	9:00			3:00
Tuesday			4:30	7:30			4:30	7:30	9:00			3:00
Wednesday			4:30	7:30			4:30	7:30	9:00			3:00
Thursday			4:30	7:30			4:30	7:30	9:00			3:00
Friday			4:30	7:30			4:30	7:30	9:00			3:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, if applicable (site name and full address)	Cristo Rey Catholic Church: 767 Avenue A, Beaumont, TX 77701 St. Joseph's Catholic Church: 1115 Orange Ave., Beaumont, TX 77701 • 409.835.5662 Lamar State College – Port Arthur: 1500 Procter St., Port Arthur, TX 77640 (for high school students only if enrolled in dual-credit; other courses can be done online)
--	---

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Selected Saturday events; Field trips to colleges and universities, museums, and other educational locations of interest to parents and students (TBD by "voice and choice" surveys); online (and in-person) dual-credit coursework
--	---

Parent/Legal Guardian Activities	Input and feedback via surveys to establish program offerings; academic support activities; content-focused family engagement nights (ex: Math, Literacy, Science Fair); nutrition and wellness; referrals to social services agencies; financial aid application (FAFSA) and college application sessions; college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.
---	---

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	123807102	Bob Hope Elementary - Beaumont 7720 Park North Dr. Beaumont, TX 77708 409.983.3244				PK - 5	200	75				
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>		NA		NA		0						
Fall Term		09/06/21		12/10/21		13						
Spring Term		01/10/22		05/06/22		16						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks:						34						
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			4:00	7:00			4:00	7:00	9:00			3:00
Tuesday			4:00	7:00			4:00	7:00	9:00			3:00
Wednesday			4:00	7:00			4:00	7:00	9:00			3:00
Thursday			4:00	7:00			4:00	7:00	9:00			3:00
Friday			4:00	7:00			4:00	7:00	9:00			3:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	Cristo Rey Catholic Church: 767 Avenue A, Beaumont, TX 77701 St. Joseph's Catholic Church: 1115 Orange Ave., Beaumont, TX 77701 • 409.835.5662 Lamar State College – Port Arthur: 1500 Procter St., Port Arthur, TX 77640 (for high school students only if enrolled in dual-credit; other courses can be done online)											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Selected Saturday events; Field trips to colleges and universities, museums, and other educational locations of interest to parents and students (TBD by "voice and choice" surveys); online (and in-person) dual-credit coursework											
Parent/Legal Guardian Activities	Input and feedback via surveys to establish program offerings; academic support activities; content-focused family engagement nights (ex: Math, Literacy, Science Fair); nutrition and wellness; referrals to social services agencies; financial aid application (FAFSA) and college application sessions; college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	123807101	Bob Hope Elementary 4301 32 nd St., Port Arthur, TX 77642 409.983.3244				PK-5	200	75				
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>		NA		NA		0						
Fall Term		09/06/21		12/10/21		13						
Spring Term		01/10/22		05/06/22		16						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks:						34						
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			4:00	7:00			4:00	7:00	9:00			3:00
Tuesday			4:00	7:00			4:00	7:00	9:00			3:00
Wednesday			4:00	7:00			4:00	7:00	9:00			3:00
Thursday			4:00	7:00			4:00	7:00	9:00			3:00
Friday			4:00	7:00			4:00	7:00	9:00			3:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	Cristo Rey Catholic Church: 767 Avenue A, Beaumont, TX 77701 St. Joseph's Catholic Church: 1115 Orange Ave., Beaumont, TX 77701 • 409.835.5662 Lamar State College – Port Arthur: 1500 Procter St., Port Arthur, TX 77640 (for high school students only if enrolled in dual-credit; other courses can be done online)											
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Parent/Legal Guardian Activities	Input and feedback via surveys to establish program offerings; academic support activities; content-focused family engagement nights (ex: Math, Literacy, Science Fair); nutrition and wellness; referrals to social services agencies; financial aid application (FAFSA) and college application sessions; college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.											

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	123807002	Bob Hope High School 4545 Highway 73, Port Arthur, TX 77642 409.983.3244			9-12	150	75					
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>		NA		NA		0						
Fall Term		09/06/21		12/10/21		13						
Spring Term		01/10/22		05/06/22		16						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks:						34						
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	9:00			3:00
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Total Hours Per Week:	15				15				24			
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Parent/Legal Guardian Activities	Input and feedback via surveys to establish program offerings; academic support activities; content-focused family engagement nights (ex: Math, Literacy, Science Fair); nutrition and wellness; referrals to social services agencies; financial aid application (FAFSA) and college application sessions; college readiness; college/university field trips; training to increase involvement in learning; input and feedback to evaluate parent and family involvement sessions.											

Memorandum of Agreement

This agreement is entered effective April 1, 2021, through March 31, 2022 between Bob Hope School and St. Joseph Catholic Church. The agreement is effective only upon notification of the grant award by the Texas 21st Century Community Learning Centers Grant Program.

This partnership has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs to low-income, high-need students in Houston. Upon receiving the requested funds, BHS and St. Joseph Catholic Church will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school community as stated in the grant request for application.

BHS 21st CCLC Staff agree to:

- Implement and administer the 21st CCLC/Texas ACE Program within the state and federal guidelines outlined in the grant program;
- Handle any elevated disciplinary issues with participating students and staff;
- Provide teacher pay for programming (Selected teachers will work during out-of-school time to provide academic tutorials and related programming, using student achievement data to plan and adjust weekly/monthly);
- Provide administrative oversight to ensure shared space is cared for appropriately; and
- Prepare performance reports for the partnership and provide data to 21st CCLC grant staff and partnership administration for evaluation and feedback.


- Hire, train, oversee, and manage the activities of the BHS employed Project Director who will, in turn, train, coordinate, and communicate with the Family Engagement Specialists and the Site Coordinators;
- Deliver entrepreneurial-infused academic programming to targeted students each term (Fall, Spring, and Summer);
- Guide schools in implementing enrichment programming that integrates the model into all areas of the program;
- Support the 21st CCLC/Texas ACE Program by communicating its mission to targeted stakeholders;
- Provide one staff member to participate on the Community Advisory Board;
- Provide necessary data analysis to the 21st CCLC/Texas ACE staff for reporting purposes to include pre- and post-test assessment as measured by YPD instruments and portfolio assessments of student work;
- Provide student curriculum and instructional supplies;
- Provide teacher training and support;

St. Joseph will be responsible for:


- Provide digital curriculum and materials; and
- Provide quality assurance monitoring.
- Provide ongoing communication regarding program quality;
- Provide space for classroom instruction;
- Provide space for curriculum material and supplies;
- Provide nutritional snacks for students in attendance;

This agreement can be voided by either party with a 30-day written agreement.

As indicated by our signatures, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.



BHS CEO
Jan. 16, 2021
Date



Fr. Kevin Paday
St. Joseph Catholic Church Representative
14 January 2021
Date

Memorandum of Agreement

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- Implement and administer the 21st CCLC/Texas ACE Program within the state and federal guidelines outlined in the grant program;
- Handle any elevated disciplinary issues with participating students and staff;
- Provide teacher pay for programming (Selected teachers will work during out-of-school time to provide academic tutorials and related programming, using student achievement data to plan and adjust weekly/monthly);
- Provide administrative oversight to ensure shared space is cared for appropriately; and
- Prepare performance reports for the partnership and provide data to 21st CCLC grant staff and partnership administration for evaluation and feedback.

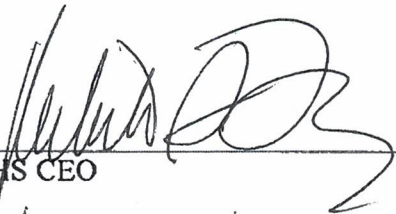
- Hire, train, oversee, and manage the activities of the BHS employed Project Director who will, in turn, train, coordinate, and communicate with the Family Engagement Specialists and the Site Coordinators;
- Deliver entrepreneurial-infused academic programming to targeted students each term (Fall, Spring, and Summer);
- Guide schools in implementing enrichment programming that integrates the model into all areas of the program;
- Support the 21st CCLC/Texas ACE Program by communicating its mission to targeted stakeholders;
- Provide one staff member to participate on the Community Advisory Board;
- Provide necessary data analysis to the 21st CCLC/Texas ACE staff for reporting purposes to include pre- and post-test assessment as measured by YPD instruments and portfolio assessments of student work;
- Provide student curriculum and instructional supplies;
- Provide teacher training and support;

St. Joseph will be responsible for:

- Provide digital curriculum and materials.
- Provide quality assurance monitoring.
- Provide ongoing communication regarding program quality.
- Provide financial information to parents,
- Provide space for curriculum material and supplies.
- Provide nutritional snacks for students and parents in attendance.

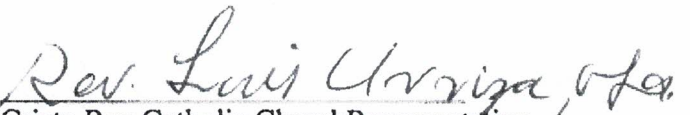
This agreement can be voided by either party with a 30-day written agreement.

As indicated by our signatures, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.



BHS CEO
1-16-21

Date



Rev. Luis Urziza, OFM
Cristo Rey Catholic Church Representative
1-16-21

Date

Memorandum of Agreement

This agreement is entered effective April 1, 2021, through March 31, 2022 between Bob Hope School and MCT Credit Union (MCTCU). The agreement is effective only upon notification of the grant award by the Texas 21st Century Community Learning Centers Grant Program.

This partnership has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs to low-income, high-need students in Port Arthur. Upon receiving the requested funds, BHS and MCTCU will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school community as stated in the grant request for application.

BHS 21st CCLC Staff agree to:

- Implement and administer the 21st CCLC/Texas ACE Program within the state and federal guidelines outlined in the grant program;
- Handle any elevated disciplinary issues with participating students and staff;
- Provide teacher pay for programming (Selected teachers will work during out-of-school time to provide academic tutorials and related programming, using student achievement data to plan and adjust weekly/monthly);
- Provide administrative oversight to ensure shared space is cared for appropriately; and
- Prepare performance reports for the partnership and provide data to 21st CCLC grant staff and partnership administration for evaluation and feedback.
- Hire, train, oversee, and manage the activities of the BHS employed Project Director who will, in turn, train, coordinate, and communicate with the Family Engagement Specialists and the Site Coordinators;
- Deliver entrepreneurial-infused academic programming to targeted students each term (Fall, Spring, and Summer);
- Guide schools in implementing enrichment programming that integrates the model into all areas of the program;
- Support the 21st CCLC/Texas ACE Program by communicating its mission to targeted stakeholders;
- Provide one staff member to participate on the Community Advisory Board;
- Provide necessary data analysis to the 21st CCLC/Texas ACE staff for reporting purposes to include pre- and post-test assessment as measured by YPD instruments and portfolio assessments of student work;
- Provide student curriculum and instructional supplies;
- Provide teacher training and support;

MCT Credit Union agrees to:

- Provide Digital Financial Literacy Program
- Provide On-Site Financial Literacy Demonstrations at BHS
- Provide Ongoing Communication Regarding Program Quality
- Provide Financial Information to Parents
- Provide Quality Assurance Monitoring

This agreement can be voided by either party with a 30-day written agreement.


As indicated by our signatures, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.



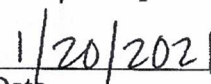
BHS CEO



MCTCU Representative



Date



Date



**LAMAR STATE COLLEGE- PORT ARTHUR
And
BOB HOPE CHARTER HIGH SCHOOL**

DUAL CREDIT ENROLLMENT MEMORANDUM OF UNDERSTANDING

This memorandum of understanding (MOU) describes the Lamar State College-Port Arthur (LSC-PA) and Bob Hope Charter High School (Bob Hope) Dual Credit Enrollment Partnership and is valid for mutually agreed-upon courses. Students who participate in the Dual Credit Enrollment Partnership (the Partnership) may concurrently receive high school and college credit upon satisfactory completion of the requirements of the courses.

I. Eligible Courses, Coursework, and Instruction

- A. Three types of courses shall be offered under this MOU.
 - 1. Courses contained in the LSC-PA transfer Core Curriculum;
 - 2. College-level technical courses that are part of approved Associate of Applied Science (AAS) degree or certificate programs and described in the current edition of the *Workforce Education Course Manual*.
 - 3. Courses within the following rubrics contained in the *Lower Division Academic Course Guide Manual (ACGM)*: ACCT (Accounting); BCIS (Business Computer Information Systems); BUSI (Business); COSC (Computer Science); and CRIJ (Criminal Justice).
- B. The course for which college credit is awarded shall provide advanced academic instruction beyond, or in greater depth than, the essential elements.
- C. Instruction and materials for dual credit courses conducted at Bob Hope must be at the equivalent level of the instruction and materials used for the identical course taught on the LSC-PA campus.

II. Student Eligibility Requirements

- A. Potential students shall be enrolled in high school and shall have approval of the high school principal or other school official designated by the school superintendent.
- B. Within the limits mandated by state law, current state testing regulations, and LSC-PA requirements, the selection of students who want to participate in the dual enrollment Partnership will be left to the discretion of Bob Hope administrators, faculty, and guidance staff.

- C. High school students must meet requirements for admission to LSC-PA and achieve college-readiness standards (when applicable).
- D. The number of courses taken by each student in a semester is at the discretion of the student and the Bob Hope administrators, faculty, and guidance staff.
- E. Students must be registered prior to the official census date (12th class day in the fall and spring semesters and 4th class day for summer terms).

III. Location and Student Composition of Classes

- A. Dual credit courses can be taught on-line, on-campus, or at Bob Hope by faculty employed by LSC-PA or by instructors employed by Bob Hope.
- B. Dual enrollment courses taught will be composed solely of students enrolled for college credit and/or advanced placement credit.

IV. Faculty Qualifications, Selection, Supervision, and Evaluation

- A. Instructors of academic transfer courses must meet the guidelines for faculty qualifications of the Southern Association of Colleges and Schools Commission on Colleges. Bob Hope instructors who are designated as college faculty must provide official transcripts to LSC-PA that prove their qualifications to teach at the collegiate level. Transcripts must be provided directly from the university to LSC-PA and must not bear the wording "issued to student."
- B. Instructors of technical education must have work experience in the field and appropriate academic preparation.
- C. LSC-PA shall approve, supervise, and evaluate instructors for courses that result in the awarding of dual credit.

V. Grades, Grading Criteria, and Progress Reports

- A. LSC-PA will submit progress reports, 6-week grades, and final grades to Bob Hope on a schedule to be determined prior to the beginning of each semester.
- B. LSC-PA shall determine the level of work required for awarding college credit, and Bob Hope shall determine the level of work required for awarding high school credit. Bob Hope shall be solely responsible for determining if or to what extent dual credit courses will count as honors courses for the purpose of calculating students' grade point averages for graduation or class ranking.
- C. LSC-PA shall provide the documents and assistance needed for Bob Hope to equate high school courses to college courses to identify the course credits that may be earned by a student participating in the Partnership.

IV Student Support Services

- A. High school students enrolled in dual credit courses will have access to instructional support services including advising, tutoring, and library resources.
- B. Dual credit students shall be eligible to receive a college identification card.
- C. Dual credit students shall receive a standard computer account including email.

VII. Records and Credit Transcribing Procedures

- A. LSC-PA will issue class rosters to instructors for purposes of verifying information, official records, grade sheets, and reports. Any discrepancy(s) must be reported immediately to the LSC-PA Registrar.
- B. Official college student records are maintained by the Office of Admissions and Records at LSC-PA.
- C. To receive college credit, students must register with LSC-PA by the census date of the designated semester.
- D. Instructors will enter final course grades electronically at the end of each semester in a manner prescribed by the Registrar.

VIII. Funding and Payment of Tuition and Fees

- A. LSC-PA will claim and retain all state contact hour funding for all students enrolled for dual credit courses regardless of location or instructional modality. Bob Hope may claim whatever funding is normally provided by the Texas Education Agency for educating high school students.
- B. The number of credit hours each student attempts in a given semester and not the course location will determine tuition and fees. LSC-PA will not provide scholarship assistance for any tuition and fees.
- C. Tuition for dual credit students shall be assessed at the rate of \$50 per semester credit hour regardless of the location, instructor, or delivery method of the course.
- D. LSC-PA reserves the right to change tuition and fees in keeping with acts of the Texas Legislature and the Texas State University System Board of Regents.
- E. LSC-PA will provide an invoice to Bob Hope on the official census date of each semester that reflects the cost of tuition incurred by the high school students. Bob Hope will pay LSC-PA for tuition from this invoice.

IX. Faculty Salaries

- A. If a dual credit class is taught by an instructor from LSC-PA, then LSC-PA will be responsible for all salary and benefits associated with the course.
- B. If a dual credit class is taught by a high school instructor, Bob Hope will be responsible for all salary and benefits associated with the course.

X. Sequence of Courses

- A. Dual credit students must follow the course prerequisites identified in the official LSC-PA catalog.
- B. Dual credit classes offered at Bob Hope must be scheduled in accordance with the course prerequisites identified in the official LSC-PA catalog.

XI. Textbooks and Transportation

- A. Bob Hope will be responsible for textbooks and course supplies.
- B. LSC-PA will not be responsible for transporting Bob Hope dual credit students to or from either campus.

XII. Alignment with Statewide Goals Established by HB 1638, 85th Legislature

- A. Goal 1: Outreach and Collaboration
 - 1. Bob Hope and LSC-PA will develop and implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.
 - 2. Bob Hope and LSC-PA will conduct informational sessions for students and parents on dual credit opportunities, benefits and cost.
 - 3. Bob Hope and LSC-PA dual credit webpages will reflect the most current dual credit program information including enrollment and fee policies
- B. Goal 2: The dual credit partnership will assist high school students in the successful transition to and acceleration through postsecondary education.

- C. Dual credit students will receive student support services.
- D. Bob Hope and LSC-PA will cooperate to ensure the quality and rigor of all dual credit courses.

TERMS OF AGREEMENT

This MOU may be terminated in whole or in part by either party giving a full thirty days' notice in writing to the other party. The plans for termination shall include specific procedures to assure that there will be no adverse effect to the rights and privileges of students currently enrolled in the Partnership, as long as they are making progress toward completion of the course. The terms of this MOU may be modified upon mutual consent of the parties. Once executed, this MOU will remain in effect until either party requests its modification or termination.

APPROVAL SIGNATURES


For Lamar State College-Port Arthur:



Dr. Pamela Millsap, Vice President for Academic Affairs

1-21-2021

Date

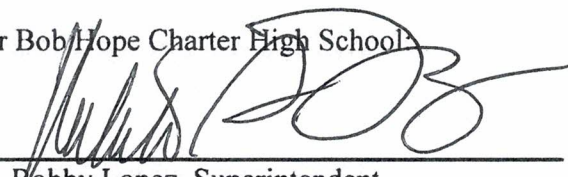


Dr. Betty Reynard, President

1-21-2021

Date

For Bob Hope Charter High School:



Dr. Bobby Lopez, Superintendent

1-21-2021

Date