



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 Greater San Antonio After-School All-Stars

Campus name n/a CDN n/a Vendor ID 1200195564 ESC 20 DUNS 961726762

Address 2006 West Commerce Street City San Antonio ZIP 78207 Phone 210-229-7827

Primary Contact Jane H. Macon Email jane.macon@bracewell.com Phone 210-299-3517

Secondary Contact Dr. Patricia Karam Email patricia.karam@saallstars.org Phone 210-229-7827

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 Jane H. Macon Title Board Presiden Email jane.macon@bracewell.com

Phone 210-299-3517 Signature Jane Macon Digitally signed by Jane Macon Date: 2020.12.17 13:08:51 -06'00' Date 12-17-2020

Grant Writer Name Shanceler Terry Signature Shanceler Terry Digitally signed by Shanceler Terry Date: 2020.12.16 10:28:55 -06'00' Date 12-16-2020

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
Participants will improve from a 57% passing rate on the STAAR Reading assessment at the elementary school level to 65% of students passing and/or showing growth in STAAR Reading by 2021-2022.	Implement Mindworks curriculum to increase learning time in reading/language arts. Reading instruction will include 90 minutes of structured learning by a certified teacher per week, and independent reading time of 75 minutes per week. OER materials will be integrated to provide seamless learning transition.
Participants will improve from a 64% passing rate on the STAAR math assessment at the elementary school level to 70% of students passing and/or showing growth in STAAR mathematics by 2021-22.	Implement Mindworks curriculum to increase learning time in mathematics. Mathematics instruction will include 90 minutes of structured learning by a certified teacher per week, and tutorial time will include an increased emphasis on math tutoring and available supplemental materials in the area of math.
Maintain program attendance rates at 88% or higher, and average daily attendance rates of 95% or higher for program participants.	Site coordinators will monitor attendance and make contact with parents when students show a repeated absence pattern. Student voice will be integrated to increase student "buy-in" and commitment to program, along with student work and progress will be shared with families to engage families and corale support.

**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.

Students enrolled in the 21st Century Community Learning Centers Program at the elementary level will improve from a 57% passing rate on the STAAR Reading assessment to 65% of students passing and/or showing growth in STAAR Reading and will improve from a 64% pass rate on the STAAR mathematics assessment to 70% of students passing and/or showing growth in STAAR mathematics by June 2021-2022 while achieving an 88% or higher program attendance rate. Given that positive academic achievement is gained through sustained program daily attendance, the rate of attendance is included within the overall academic SMART goal of this grant program.

**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**

- 1. Program attendance rate - 88%
- 2. ADA attendance rate - 95%
- 3. Six weeks pass rates (math, reading) - 95%
- 4. "C" average or higher (math, reading) - 80%

The scope of work and timeline for the independent evaluation for year one is as follows: August-October 2021; Conference with local staff to discuss data collection needs and logic model development; Collect beginning-of-year data from EISD Research/Evaluation Department resources to establish baseline measures---including assessment of literacy and mathematics achievement levels.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

1. Program attendance rate - 88%
  2. ADA attendance rate - 95%
  3. First semester pass rates (math, reading) - 95%
  4. Semester "C" average or higher (math, reading) - 80%
- January-February 2022: Collect middle-of-year student outcome data from EISD Research and Evaluation Department resources; Prepare brief mid-year evaluation report on the progress of the evaluation plan and interim results.

**Third-Quarter Benchmark**

1. Program attendance rate - 88%
  2. ADA attendance rate - 95%
  3. Final course pass rates (math, reading) - 95%
  4. Final course "C" average or higher (math, reading) - 80%
- May - June 2022: Collect end-of-year student outcome data. July 2022: Finalize data and present to all stakeholders, Board members, staff, coordinators, and Advisory Council; Develop 2022-23 program plan contingent upon approved funding.

**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.

Monitoring and evaluation of the program will occur based on data measures aligned with Lone Star Governance goals for literacy, grade cycle progress, attendance, STAAR performance and grade promotion. The evaluation design calls for data on students' baseline status at the beginning, middle and end-of-year, cumulating in a year-end evaluation report. In addition to baseline measures (pre/post) program participant outcomes will also be compared to the outcomes of non-participating students serving as a matched-control group. Site Coordinators will provide data on program fidelity based on student enrollment and program attendance, as well as collect data on staff training and program activities. Additional data will be collected during site visits using the Assessment of After-School Program Practices Tool to assess and rate program quality. All data will be collected according to FERPA guidelines from Edgewood ISD's Research and Evaluation Department including student six-week grades, school-day attendance, pre/post assessments such as I-station and MAP, and STAAR results. A program evaluator will monitor progress and share progressive data on the overall project implementation with local staff. Internal monitoring and evaluation at the district level will include a brief evaluation report at mid-year to update staff on the progress of the evaluation plan and interim results. The program receives six weeks progress reports in the core academic areas, discipline referral information, and attendance information at the individual level for each student. The program will review data at both the individual student level and the aggregate level. Progress towards goals will be determined based on this review of data. Meetings will be held with site coordinators to review the data; and in turn, the site coordinators will discuss site outcomes with their staff. In response, the program will determine the need to increase emphasis in any particular academic/behavioral area. The result would be an increased focus on identified targets through the content learning component and tutorial time, and if applicable, attendance.

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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.

The organization Greater San Antonio After-School All-Stars (GSAASAS) will serve high-need students enrolled in four campuses located in Edgewood ISD. Edgewood ISD is home to many children living in low-income, ethnically diverse communities that are exposed to environments that lend themselves to risky behavior during out-of-school time. Due to family work hours students frequently come home from school to empty homes. As many as 95.6.1% of all Edgewood students are identified as economically disadvantaged, 76% are at-risk, 100% of students receive free and reduced lunch and 37.4% of students under the age of 18 reside in single parent homes. Single parents are often forced to leave their children at home during the hours of 3-6 PM in order to financially provide for their children. In order to assess the needs of the participating campuses, members of the Afterschool Planning Committee comprised of district central level staff, GSAASAS staff, along with each individual campus, reviewed campus data including attendance rates, test scores, and disciplinary referrals to identify campuses that would benefit most from the program. Other than fee-based child care centers, the Committee confirmed that few formalized programs in the community provide high-quality services on a daily basis. This lack of services is significant for eligible elementary schools that serve high-need student populations ranging in age from 5-12 years – a critical time for developing academic and resistance skills. The Afterschool Planning Committee collected data on state testing scores, student incidents of criminal behaviors, non-criminal behaviors, disruptive behaviors, and attendance. The categories of concern were tabulated and themed to identify a consensus of needs. The data reported that (1) scores in mathematics, reading, and science need improvement (Academics); (2) Family involvement activities need to be provided to create a true learning community (Family Literacy); (3) Extended day activities designed for students will keep participants actively engaged in learning and connected to a safe haven. The GSAASAS Program provides working families a safe and drug-free environment for their children for 3 hours at the end of the school day for a total of 15 hours each week. During the time children are in the program, they will receive enhanced or tutorial academics, and enrichment experiences needed for lifelong learners and for success in graduating from high school and entering college. Teachers and teaching strategies make a difference in student learning. To address specific academic needs identified, nine categories of instructional strategies will be incorporated into the Program. Thematic units and cooperative learning will be the focus of the after-school programs with an emphasis on tactical activities and the incorporating of strategies to accommodate all learning styles. An innovative, creative approach to learning, different from that utilized during the regular school day, will be implemented. The program will target students who attend schools eligible for schoolwide programs under ESEA and the families of such students. 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 will be targeted. Services will be provided at no cost to participants. The program will offer families of students served by the program opportunities for active and meaningful engagement in their children ' s education. Family activities will be designed to meet the identified needs of each center ' s families and students. The needs of working families will be specifically addressed by providing resources that benefit the identified population of families as well as by providing extended hours that will benefit single parent families. Activities will be ongoing and consistently available throughout each term. Academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and will be aligned with documented student and each individualized campus needs. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using tools such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet.

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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 daily program is designed to include tutorial time, homework help and independent learning time, and classroom instruction by certified teachers emphasizing core academic content. Need assessments continue to show reading level improvement as a top priority, closely followed by mathematics performance. Although students may be tutored on homework in any academic area, reading and mathematics receive the most attention and program time. The program includes 90 minutes of classroom instruction per week in reading. Further, the first fifteen minutes of each independent learning session is reserved for independent reading, thus providing an additional 75 minutes of reading by students each week. The Mindworks curriculum features interactive learning plans and materials to keep students engaged so that students do not feel as though they are getting "more of the same" instruction. Math also features 90 minutes of instruction weekly during the content learning sessions and 45 minutes in science instruction featuring the Mindworks curriculum. Program staff monitor student progress by maintaining a portfolio of student work and assignments for each student and by obtaining progress feedback from the student's regular teacher.

Reflecting school district objectives, the Challenge program emphasizes reading improvement. During the 2019-2020 school year, ASCP students showed a passing rate in English Language Arts of 92%, and a "C" average or higher pass rate of 76%. By the end of the 2021-2022 school year, our target goal is a 95% or higher pass rate in English Language Arts, and a "C" average or higher pass rate of at least 80%

During the homework and enrichment components, students may be given the opportunity to select an activity of their choice. Several different learning centers will be established and the student may choose one they want and/or need to reinforce concepts previously taught. Paraprofessional staff in the program will be trained to assist students to reinforce these concepts. A Social and Emotional skills development curriculum will be presented once a week to encourage self-confidence and growth toward developing relationships with responsible adults and with peers.

The 21st CCLC Campus Coordinator will collaborate with each student ' s regular teacher to identify, improve, monitor and provide input on academic progress toward achieving STAAR concepts.

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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.

Greater San Antonio After-School All-Stars (GSAASAS) has operated afterschool programs since 1999. In collaboration with staff, administrators, community leaders, parents and students, has established an effective model that yields high outcomes. The GSAASAS program plan is comprehensive and designed to address all required components and objectives including improved academic performance, attendance, behavior, promotion rates, and graduation rates. Each campus' individual activities may vary based on needs identified in their comprehensive needs assessment; however, the overarching model will include three components – homework help, academic enrichment/tutorials, and enrichment.

Mondays through Fridays, students will receive 45 – 60 minutes of homework help followed by 45 – 60 minutes of academic enrichment/tutorials, and concluding with 45-60 minutes of engaging enrichment activities. All programs will include interventions and small-group accelerated instruction, homework assistance, youth development activities, prevention programs, enrichment activities, technology-based instruction, and services for families of participating students. A five week summer program of six hours or more each day will be offered to participating students and students who struggled with promotion. Grant funds will expand and/or enhance the summer school day for identified students on each campus and will allow campuses to offer enrichment and character education activities after the regular academic summer school program. Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following three components during each term: academic assistance, academic enrichment, and family and parental support. Academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need. Family engagement sessions offered in solitude alone are not sufficient in meeting the overall goal of family engagement which is improving student academic success. Therefore opportunities for families to obtain skills that allow families to be their children's first teacher, building a bridge that connects school to home is critical. The US Department of Education's Dual Capacity Model illustrates the strong need for staff and families to learn together, along with providing family engagement activities that are linked to learning. While students will gain a substantial amount of resources and skills, research shows that students spend 55% of their time at home, as opposed to 12% of time at school. Therefore to ensure academic success for students, a strong family component of our afterschool program will be provided. Families of students served by the program will be provided opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed through extended hours and family sessions that address the individual need of each family member. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.

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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

TEA is required under ESSA to prescreen external organizations that could provide assistance with the implementation of 21st CCLC programs and make a list of prescreened external organizations available to the entities participating in the 21st CCLC program. ESSA defines an external organization as a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities;

The fiscal agent of this grant application – Greater San Antonio After-School All-Stars (GSAASAS) has been identified and is listed as a prescreened organization on this list. Edgewood ISD will not pay Greater San Antonio After-School All-Stars for services. GSAASAS will serve as the fiscal agent of the grant, providing to Edgewood ISD additional resources that supplement academic instruction, enrichment activities and provide additional staffing providing a safer after school environment. Jointly, Edgewood ISD and GSAASAS will provide resources such as facilities, curriculum, technology, professional development and access to a pool of high-quality staffing. The partnership between Greater San Antonio After-School All-Stars and Edgewood ISD will assist in the overall assurance of safety and increase the efficacy of academic support.

Program funds will supplement and not supplant state mandates, State Board of Education rules, and activities previously conducted with state or local funds. Local funds will not be decreased or diverted for other purposes. The proposed program was developed, and will be carried out, in active collaboration with the four identified Edgewood ISD schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the schools, and GSAASAS in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards. Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed state required ratios as applicable.

The strong collaborative partnership between GSAASAS and Edgewood ISD will allow for the development of a regularly engaged group of stakeholders, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community. Through the partnership between Edgewood and GSAASAS, the capacity of both organizations to provide safe enriching after school programs will be expanded and allow both agencies to provide quality services that would not be capable in solitude. This partnership will increase the scope and quality of service providing a greater opportunity for future sustainability.

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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.

GSAASAS has researched after school best practices, as well as identified positive trends and local data collected from programs provided through the organization in the past. These findings have driven our proposed research based and data driven model. The key factors for promising program quality have been separated into four categories: 1) Intentional programming/Strong program design: active, dosage, organization 2) Staff quality: positive relationships, prepared & high quality staff 3) Effective partnerships: school, community, family 4) Program evaluation and improvement. GSAASAS's program is modeled after these 4 four key categories. Center-level activities will be a minimum of 45 consecutive minutes in length. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following three components: academic assistance, academic enrichment, and family support. All activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need. The "Study of Promising After-School Programs illustrates that students who were engaged in the program on a consistent basis gained the most from the program. The proposed program will monitor and target students who will benefit the most from the program based on need, and thereby will have a greater likelihood of engaging 45 days or more in the program. A program's ability to establish clear goals and develop well-defined activities that align with the goals and mission of the organization is an important component of program quality. A study of TASC found that students saw greater gains in their math/ELA test scores when the site coordinator required staff to submit lesson plans compared to students in programs where the coordinator did not. Academic Liaisons will ensure quality plans are submitted/implemented.

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.

Based on the past partnerships between Greater San Antonio After-School All-Stars and Edgewood ISD, transportation has not been identified as a barrier to students attending the proposed four sites. Data assessing the needs of families collected prior to submitting this application affirms past data extended program hours allow families the opportunity to leave work and safely pick up their children from each program site. Families picking students up will be required to show a form of state identification and are required to sign and date the time of pickup on the attendance roster. All adults picking up children must be listed on student registration forms. Attendance will be taken at the beginning of the program day and after each transition. At the start of the program, all students will gather in a large common area supervised by program staff where attendance will be taken.

All staff and contractors will be identified with badges or tags to assist with identifying all staff members.

Greater San Antonio After-School All-Stars has provided a safe environment for all students for nearly twenty years, and will continue to maintain our high level student and staff safety protocols, and make changes as needed.

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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.

The Edgewood community has been given notice of intent to apply for the Cycle 11 grant. Upon notification of receipt of grant funds, communication will be disseminated in various ways. Campus liaisons will share information with campus staff and families. Campus staff will conduct presentations informing community members of the program, its benefits, and the application process. Fliers will be sent home and posted throughout the campus to inform families of the program opportunities. A school designee will send a mass phone message in English and Spanish to inform families of students and their community members. Information concerning the program will be also be posted on the website and posted throughout the community. Communication and information dissemination strategies include written notices, fliers, and brochures written both in English and in Spanish and distributed to all members of the school community. Parent meetings will be held on a regular basis and student showcases will be conducted to exhibit the students' work bringing awareness of and to the program. Announcements on the school public address system, notices posted on the school marquee, information listed in the district's newsletters, and presentations at district board meetings will be included. A Community Task Force will be formed consisting of program staff, school district administrators, service providers, and other stakeholders. The Task Force will hold regular meetings and will both disseminate information and receive input on program progress and improvement and strategies for sustainability. GSAASAS will maintain open communication with all stakeholders. Although mass communication will be used to publicize the program, to ensure students with the highest need participate in the program, priority will be given to their applications. GSAASAS will comply with Texas ACE© branding guidelines.

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.

**PRIORITY:** To ensure seamless transition between during day academics, we will integrate TEA-approved open educational resources (OER) used during the school day into after school academics. Edgewood ISD has made a commitment to this project by providing funding and resources and other campus resources at no charge as in-kind contribution. The City of San Antonio Community Initiatives Department will provide financial support to the program. The fiscal agent, GSAASAS, will also provide financial support gained through their fundraising efforts and resources from the National After-School All-Stars Organization founded by Arnold Schwarzenegger, and identify additional sources of revenue through gained partnerships. We will work directly with the school district to maintain the separation of federal and state dollars across several projects and funding sources. Where possible, services such as tutorials and enrichment activities will be provided through other federal, state, and local funding sources as in-kind to the program participants. To maximize effectiveness and ensure sustainability for all programs, the district coordinates funds from all federal, state, local, and non-federal sources. Materials, training, staffing requirements and contracted services "essential" to program implementation will be funded through the grant. However, additional items that are supplemental, but that support grant goals and objectives may be purchased using additional funds and community partnership funding. General operating expenses such as office space, activity space, computer labs, classrooms, library access, internet access, and miscellaneous supplies and materials for on-going operations are provided by the district at no cost to the program. Support also includes access to student information through the school information system. The organization has committed efforts to involve *additional partners and volunteers* in sustaining the program activities. All funding provided will supplement and not supplant program funding.

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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.

Written agreements between Edgewood ISD Board Trustees, and the GSAASA is included in application. Edgewood Trustees have signed a letter of commitment focused on future sustainability of the program. The sustainability plan for this particular program does and will include the following: Signed letters of support representing the students and families to be served; established community advisory council to advise on meeting local needs and assist in sustainability efforts; required center-level logic models and local program evaluation support to document the program ' s operations and results and developed tools for continuous program improvement; Our program will have access to state resources directed toward educating and supporting local programs that will assist with developing and implementing sustainability strategies. Strong collaborative partnership between the organization and Edgewood allows for opportunities to combine, share and expand resources. Both are committed to developing sustainable relationships and partnerships with community and industry partners to help support and sustain its after-school programs. The District will outreach and manage external stakeholders at the very beginning of the awarded grant program to prepare for any chance in funding reduction or revision throughout the cycle of the grant. GSAASAS has secured funding in the past to sustain all program established by 21st CCLC funding. Programs have been sustained with low cost sliding fee based programs. Edgewood ISD has committed to assisting in the sustainability of the program through Title and State Comp Ed funds. Sustainability will be an ongoing agenda item during Advisory Council meetings made of diverse members qualified to support efforts to increase quality and visibility of the program as well as collaborate with a diverse funding pool.

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)

GSAASAS does not actively plan to use volunteers in the program due to current circumstances.

However, if the opportunity is available, volunteers to work in the program will be sought from the Retired Teachers ' Association, United Way agencies and local colleges. Other agencies in the city that recruit senior citizens will be solicited to provide volunteers. The volunteers will work with and mentor the student and provide a relationship with an additional responsible adult. All persons who work with participants in the program will have a clear criminal background check as a required measure of safety.

Volunteers will submit an application that will undergo an intense background check. Once cleared, volunteers will receive a volunteer badge and complete an orientation and training. Training will focus on child safety, campus procedures and policies and program procedures and policies. Volunteers will also engage in training focused on student academic learning as it relates directly to the program.

Volunteers will be placed and will serve in areas that match their experience and skill set. Furthermore, all school district policies regarding recruiting and screening volunteers will be followed.

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



**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 program and the school district use multiple methods of marketing such as: information during registration periods, notices sent home with children, and after-school program information posted on the district's website. Campus liaisons will also share information with campus volunteers and families through presentations informing community members of the program, its benefits, and the application process. Fliers will be sent home and posted throughout the campus to inform families of the program. A school designee will send mass phone messages in English and Spanish to inform families of students and their community members. Program information will be posted throughout the community. Communication and information dissemination strategies include written notices, fliers, and brochures written both in English/Spanish and distributed to all members of the school community. Parent meetings and student showcases will be held on a regular basis to exhibit the students' work bringing awareness of and to the program. Most program turnover is related to family mobility within (or out of) the school district. The program will maintain a wait list and contact families once openings arise due to program attrition. In previous experience, this process has led to relatively stable enrollment numbers in the program due to the need and high demand for after-school programs in the community. opportunities. The program has two SMART goals related to attendance. First, the benchmark for program attendance is 88% or higher, which includes an enforced policy of students remaining in a session for the full period. Students who do not remain in the entire program on a consistent basis may be removed from the program. Second, the program targets an average daily attendance rate of 95% or higher for participating students, which is 2% higher than non-participating students, on average.

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.

GSAASAS has operated afterschool programs since 1999, and in collaboration with all stakeholders has established an effective model that yields high outcomes. The GSAASAS program plan is comprehensive and designed to address all required components and objectives including improved academic performance, attendance, behavior, promotion rates, and graduation rates. Each campus' individual activities may vary based on needs identified in their comprehensive needs assessment; however, the overarching model will include three components – homework help, academic enrichment/tutorials, and enrichment. The full time Project Director will hold regular weekly meetings with the full time Site Coordinators for each site to monitor and discuss the program implementation and the degree to which the objectives are being met. The Site Coordinators will maintain electronic records of daily student attendance and records of activities for family and student participants. Regular activity reports and monthly reports of the average daily attendance for each site will be calculated and presented to the GSAASAS Board of Directors at their regular scheduled meetings. Progress toward achieving each of the program objectives will be monitored by the Project Director and the Project Executive Director and strategies for continuous improvement will be explored and shared among the Site Coordinators. The Site Coordinators, Project Director and Project Executive Directors will meet with the school principals to provide updates on the program progress and enhance their support. The Site Coordinators will maintain contact with the parents of the participating students, will follow up on any absences, will provide progress reports to the parents on homework, behavioral status, and academic achievement. He/she will obtain homework success rates and behavioral status on participants from the students' regular school day teachers, and will also obtain input on tailoring the instructional program for each participating student toward achieving their personal goals, while also meeting the overall program goals.

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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"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
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.	Project Director	48,400
2.	Educator and Family Engagement	33,845
3.	Site Coordinators	161,920
4.	Teachers and Paraprofessional Staff	94,413
5.	Administrative and Support Staff	31,130

**Professional and Contracted Services**

6.	Evaluator	8,000
7.	Contracted Services (enrichment activities)	77,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Family engagement supplies for family activities	8,000
12.	Read and Rise curriculum	36,000
13.	supplies for schools and office	56,000
14.	Supplies for staff	10,000

**Other Operating Costs**

15.	Travel	4,000
16.	office utilities	11,000
17.	scholarships, field trips during summer for enrichment of students	10,250

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**

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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**

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## Center Operations Schedule

County-district number or vendor ID n/a: 1200195564

### 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	015905104	Cisneros Elementary School, 3011 Ruiz Street, San Antonio, TX 78237	1	K to 5th	45	10
2	015905109	Johnson Elementary School, 6515 W. Commerce, San Antonio, TX 78227	1	K to 5th	45	10
3	015905112	Loma Park Elementary School, 400 Aurora Drive, San Antonio, TX 78228	1	K to 5th	60	10
4	015905114	Stafford Elementary School, 415 S.W. 36 <sup>th</sup> Street, San Antonio, TX 78237	1	K to 5th	60	10
5						
6						
7						
8						
9						
10						



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

*(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	015905104	Cisneros Elementary School, 3011 Ruiz Street, San Antonio, TX 78237	K to 5th	45	10
Feeder	n/a				
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	August 30, 2021	December 17, 2021	15
Spring Term	January 4, 2022	May 27, 2022	20
Summer Term	May 31, 2022	June 30, 2022	5
Total number of weeks:			40

**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	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15 hour				15 hours				24 hours			

<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)	n/a for the fall and spring semesters  Field Trips during the summer program
<b>Parent/Legal Guardian Activities</b>	Literacy, math, and science academics, and enrichment activities.



<b>Texas ACE</b>					<b>Program Year</b>							
<b>Center Operations Schedule (one per center)</b>					<b>2021-2022</b>							
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	015905109	Johnson Elementary School, 6515 W. Commerce, San Antonio, TX 78227			K to 5th	45	10					
Feeder	n/a											
Feeder												
<b>Program Operations</b>		<b>Start Date (MM/DD/YY):</b>		<b>End Date (MM/DD/YY):</b>		<b>Total Weeks</b>						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		August 30, 2021		December 17, 2021		15						
Spring Term		January 4, 2022		May 27, 2022		20						
Summer Term		May 31, 2022		June 30, 2022		5						
Total number of weeks:						40						
<b>Center Schedule</b>												
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	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15 hours				15 hours				24 hours			
<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)	n/a for the fall and spring semesters Field Trips during the summer program											
<b>Parent/Legal Guardian Activities</b>	Literacy, math, and science academics and enrichment activities.											



Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
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	015905112	Loma Park Elementary School, 400 Aurora Drive, San Antonio, TX 78228			K to 5th	60	10					
Feeder	n/a											
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		August 30, 2021		December 17, 2021		15						
Spring Term		January 4, 2022		May 27, 2022		20						
Summer Term		May 31, 2022		June 30, 2022		5						
Total number of weeks:						40						
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	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
8:00			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15 hours				15 hours				24 hours			
<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)	n/a for the fall and spring semesters Field Trips during the summer program											
<b>Parent/Legal Guardian Activities</b>	Literacy, math, and science academics and enrichment activities.											



<b>Texas ACE</b>				<b>Program Year</b>		
<b>Center Operations Schedule (one per center)</b>				<b>2021-2022</b>		
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	015905114	Stafford Elementary School, 415 S.W. 36 <sup>th</sup> Street, San Antonio, TX 78237	K to 5th	60	10	
Feeder	n/a					
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	August 30, 2021	December 17, 2021	15
Spring Term	January 4, 2022	May 27, 2022	20
Summer Term	May 31, 2022	June 30, 2022	5
Total number of weeks:			40

<b>Center Schedule</b>												
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	8:00			2:00
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Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15 hours				15 hours				24 hours			

<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)	n/a for the fall and spring semesters Field Trips during the summer program
<b>Parent/Legal Guardian Activities</b>	Literacy, math, and science academics and enrichment activities.



## Memorandum of Agreement

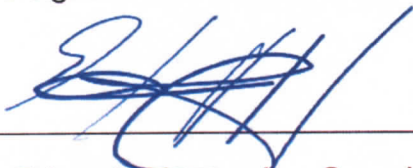
Greater San Antonio After-School All-Stars, a 501 (c)(3) nonprofit, in partnership with the Edgewood Independent School District is applying for the 21<sup>st</sup> Century Community Learning, Cycle 11 Grant. Upon being awarded the grant, Greater San Antonio After-School All-Stars (GSAASAS) and the Edgewood Independent School District (EISD) will enter into a collaboration to provide quality, comprehensive out-of-school programs to meet the requirements of the Texas ACE Grant Program. These programs are not accessible to students in the four schools listed in the grant application-- Cisneros, Johnson, Loma Park and Stafford Elementary Schools.

Both partners share a commitment to the goals of the grant program and each campus of increasing reading and mathematics STAAR mastery and increasing attendance. This includes the provision of academic enrichment opportunities, including blended learning, during non-school hours for students, in alignment with performance indicators that show marked increases in overall participating student academic and behavioral achievement, improved attendance, and social-emotional development. An active and meaningful family engagement program to inform families of the program goals and scale and to involve them in their children's education will be implemented.

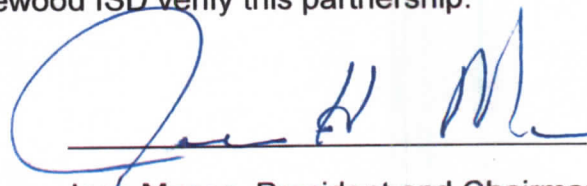
Student progress toward the stated goals will be monitored on a regular basis by both EISD and GSAASAS by providing data and information on academic achievement, behavior, attendance, and other elements of student success.

GSAASAS and the EISD have a commitment to sustainability for a systemic infrastructure of expanded learning opportunities for all Edgewood students. The District has dedicated personnel to the initiation, development, implementation and ongoing evaluation of sustainability planning with vested community stakeholders to address the District's unique needs, resource capacity and long-term goal-setting strategy. Campus leaders recognize the value that robust after-school/summer programming brings and support the initiatives outlined in the grant proposal.

The signatures of both GSAASAS and Edgewood ISD verify this partnership.



Dr. Eduardo Hernandez, Superintendent  
Edgewood Independent School District



Jane Macon, President and Chairman  
Greater San Antonio After-School All-Stars





SCHOOL BOARD

Martha Castilla, President  
Stella Camacho, Vice President  
Joseph M. Guerra, Secretary  
Dina Serrano, Trustee  
James Hernandez, Trustee  
Luis Gomez, Trustee

Dr. Eduardo Hernández, Superintendent

November 10, 2020

Dear Christine McCormick:


The Edgewood Independent School District is collaborating with The Greater San Antonio After-School All-Stars, a 501 (c)(3) nonprofit organization dedicated to providing quality, comprehensive after-school programs and summer sporting events to inner-city youth, in submission of the 2021-2022 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 11, Year 1, grant. As a District, we believe in continuing the proven success of the After-School All-Stars at our campuses in greatest need of safe and academically enriching after-school programming. Recent evaluations of the after-school programs at our participating elementary and middle school campuses indicate that enrolled students have had higher rates of school attendance, higher overall course pass rates, a greater likelihood of earning passing marks in Reading/ELA and mathematics classes as well as a greater inclination of promotion to the next grade level based on their academic performance (Miller, 2017).

As a District, we share a commitment to the goals of the grant program, to include the provision of academic enrichment opportunities during non-school hours for students, in alignment with performance indicators that show marked increases in overall participating student academic and behavioral achievement, youth development and service-learning activities as well as active and meaningful family engagement to inform program goals and scale. It is our intent to utilize the requested funds to ensure that Edgewood students are provided high quality after-school programming.

As a District, we also have a commitment to sustainability for a systematic infrastructure of expanded learning opportunities for all Edgewood students. The District has dedicated personnel to the initiation, development, implementation and ongoing evaluation of sustainability planning with vested community stakeholders to address the District's unique needs, resource capacity and long-term goal-setting strategy.

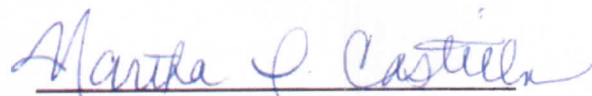
Our campus leaders recognize the value that robust after-school programming brings and support the initiatives outlined in the grant proposal. Our signatures below, indicate our support of providing academic enrichment opportunities for Edgewood students during non-school hours as well as our commitment to carrying out the intent of this grant.

Respectfully,



---

Dr. Eduardo Hernández  
Superintendent



---

Martha Castilla  
Board President



# Roy Cisneros Elementary School

Edgewood Independent School District  
Phone: (210)444-7850 Fax: (210)444-7873  
3011 Ruiz Street, San Antonio, TX 78228  
Sylvia Benavidez, Interim Principal

November 30, 2020

Dear Texas Education Agency,

The Edgewood Independent School District is collaborating with The Greater San Antonio After-School All-Stars, a 501 (c)(3) nonprofit organization dedicated to providing quality, comprehensive after-school programs and summer sporting events to inner-city youth, in submission of the 2021-2022 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 11, Year 1, grant. As a District, we believe in continuing the proven success of the After-School All-Stars at our campuses and providing safe and academically enriching after-school programming. Recent evaluations of the after-school programs in our district indicate that enrolled students have had higher rates of school attendance, higher overall course pass rates, a greater likelihood of earning passing marks in Reading/ELA and mathematics classes as well as a greater inclination of promotion to the next grade level based on their academic performance (Miller, 2017). As a campus principal I want to ensure that my students have every advantage that we can offer them, including quality after school programming.

Both our school and district share a commitment to the goals of the grant program, including the provision of academic enrichment opportunities during non-school hours for students that show marked increases in overall participating student academic and behavioral achievement, youth development and service-learning activities. The District has dedicated personnel to the initiation, development, implementation and ongoing evaluation of sustainability planning with vested community stakeholders to address the District's unique needs, resource capacity and long-term goal-setting strategy.

Recognizing the value that robust after-school programming brings, I wholeheartedly support providing academic enrichment opportunities for Edgewood students during non-school hours and pledge my commitment to carrying out the intent of this grant.

Respectfully,

Sylvia Benavidez  
Interim Principal

Connect with us on







## **LYNDON B JOHNSON ELEMENTARY**

**6515 W. Commerce  
San Antonio, TX 78227  
(210) 444-8175**

Ellie Gearhart  
Principal

Martha Esquivel  
Assistant Principal

Leslie Ortiz  
Counselor

Pamela Shrank  
Social Worker

November 30, 2020

Dear Texas Education Agency,

The Edgewood Independent School District is collaborating with The Greater San Antonio After-School All-Stars, a 501 (c)(3) nonprofit organization dedicated to providing quality, comprehensive after-school programs and summer sporting events to inner-city youth, in submission of the 2021-2022 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 11, Year 1, grant. As a District, we believe in continuing the proven success of the After-School All-Stars at our campuses and providing safe and academically enriching after-school programming. Recent evaluations of the after-school programs in our district indicate that enrolled students have had higher rates of school attendance, higher overall course pass rates, a greater likelihood of earning passing marks in Reading/ELA and mathematics classes as well as a greater inclination of promotion to the next grade level based on their academic performance (Miller, 2017). As a campus principal I want to ensure that my students have every advantage that we can offer them, including quality after school programming.

Both our school and district share a commitment to the goals of the grant program, including the provision of academic enrichment opportunities during non-school hours for students that show marked increases in overall participating student academic and behavioral achievement, youth development and service-learning activities. The District has dedicated personnel to the initiation, development, implementation and ongoing evaluation of sustainability planning with vested community stakeholders to address the District's unique needs, resource capacity and long-term goal-setting strategy.

Recognizing the value that robust after-school programming brings, I wholeheartedly support providing academic enrichment opportunities for Edgewood students during non-school hours and pledge my commitment to carrying out the intent of this grant.

Respectfully,

A handwritten signature in blue ink that reads "E. M. Gearhart".

E. M. Gearhart  
Principal

# Loma Park Elementary

400 Aurora San Antonio, Texas 78228

Phone: 210.444.8250 Fax: 210.444.8273

Interim Principal: Joel Garcia  
Assistant Principal: Sara Talarczyk

December 1, 2020

Dear Texas Education Agency,

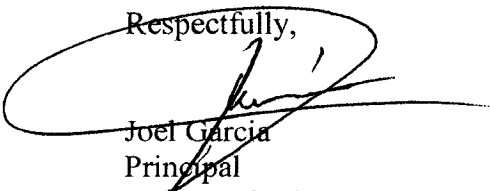
Loma Park Elementary is working to improve the lives of everyone in our classrooms and our community. We are excited at Edgewood Independent School District is collaborating with The Greater San Antonio After-School All-Stars, a 501 (c)(3) nonprofit organization dedicated to providing quality, comprehensive after-school programs and summer sporting events to inner-city youth, in submission of the 2021-2022 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 11, Year 1, grant.

We believe in continuing the proven success of the After-School All-Stars at our campuses and providing safe and academically enriching after-school programming. Our district data shows that enrolled students have had higher rates of school attendance, higher overall course pass rates, a greater likelihood of earning passing marks in Reading/ELA and mathematics classes as well as a greater inclination of promotion to the next grade level based on their academic performance (Miller, 2017). As a campus principal, I want to ensure that my students have every advantage, including quality after school programming that guide them to be better community members and achieve successful outcomes academically and emotionally.

Loma Park Elementary and the district share a commitment to the goals of the grant program, including the provision of academic enrichment opportunities during non-school hours for students that show marked increases in overall participating student academic and behavioral achievement, youth development and service-learning activities. Our personnel have the initiation, development, implementation and ongoing evaluation of sustainability planning with vested community stakeholders Our long term goals will guide the efforts and success.

I fully support in providing academic enrichment opportunities for Edgewood students during non-school hours and pledge my commitment to carrying out the intent of this grant. The support for Loma Park is greatly needed.

Respectfully,



Joel Garcia  
Principal  
Loma Park Elementary  
Edgewood I.S.D.





# Stafford Elementary

415 S.W. 36<sup>th</sup> Steet San Antonio, Texas 78237  
Phone: 210.444.8400 Fax: 210.444.8423

Principal: Stephanie Cruz  
Assistant Principal: Melanie Perez

November 30, 2020

Dear Texas Education Agency,

The Edgewood Independent School District is collaborating with The Greater San Antonio After-School All-Stars, a 501 (c)(3) nonprofit organization dedicated to providing quality, comprehensive after-school programs and summer sporting events to inner-city youth, in submission of the 2021-2022 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 11, Year 1, grant. As a District, we believe in continuing the proven success of the After-School All-Stars at our campuses and providing safe and academically enriching after-school programming. Recent evaluations of the after-school programs in our district indicate that enrolled students have had higher rates of school attendance, higher overall course pass rates, a greater likelihood of earning passing marks in Reading/ELA and mathematics classes as well as a greater inclination of promotion to the next grade level based on their academic performance (Miller, 2017). As a campus principal I want to ensure that my students have every advantage that we can offer them, including quality after school programming.

Both our school and district share a commitment to the goals of the grant program, including the provision of academic enrichment opportunities during non-school hours for students that show marked increases in overall participating student academic and behavioral achievement, youth development and service-learning activities. The District has dedicated personnel to the initiation, development, implementation and ongoing evaluation of sustainability planning with vested community stakeholders to address the District's unique needs, resource capacity and long-term goal-setting strategy.

Recognizing the value that robust after-school programming brings, I wholeheartedly support providing academic enrichment opportunities for Edgewood students during non-school hours and pledge my commitment to carrying out the intent of this grant.

Respectfully,

Stafford Elementary Principal