



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 YWCA San Antonio

Campus name [] CDN 015911 Vendor ID 74-1143135 ESC 20 DUNS 092912377

Address 503 Castroville Road City San Antonio ZIP 78237 Phone 210-433-9922

Primary Contact Francesca Rattray Email fratray@ywcasa.org Phone 210-649-0856

Secondary Contact Laura Garza Email lgarza@ywcasa.org Phone 210-433-9922

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 Francesca Rattray Title CEO Email fratray@ywcasa.org

Phone 210-649-0856 Signature Francesca D. Rattray Digitally signed by Francesca D. Rattray Date: 2021.01.06 14:54:06 -06'00' Date 1/6/2021

Grant Writer Name Francesca Rattray Signature Francesca D. Rattray Digitally signed by Francesca D. Rattray Date: 2021.01.06 14:54:29 -06'00' Date 1/6/2021

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

For TEA Use Only:

Adjustments on this page have been confirmed with [] by [] of TEA by phone / fax / email on []

3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 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
Need for high-quality after school care to include academic enrichment and social-emotional learning for children in grades pre-K through grade 5	YWCA will expand to provide after school and summer support to East Central ISD children in grades pre-K -5 on 7 campuses. YWCA will hire teachers; train teachers; promote after school classes to families; register families; utilize developmental relationships framework to guide relationship-building; partner with San Antonio Food Bank to provide healthy snacks and meals.
Need to close the academic achievement gap in reading and math for children in low-income neighborhoods and under-resourced schools	YWCA will utilize evidence-based after school reading and math curriculum to students in grades pre-K-5 to improve reading and math fluency; students will work in small groups with teachers; train teachers on curriculum; provide assessment; provide books to; organize reading clubs; utilize volunteers.
Need to engage parents in children's academic enrichment and success	YWCA will work with ECISD to plan 6 parent engagement nights per year with meals and book exchange; classes to include financial literacy, parenting, study skills, social emotional development, wealth building, and parenting.

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.

Specific - Provide high-quality after school academic and social/emotional learning along with parent engagement activities to include families in students' success for students in grades Pre-K - 5 on 7 East Central ISD campuses.
 Measurable - Serve 700 children in grades pre-K-5 at East Central ISD in the after school time period (3:15pm - 6:30pm) and during summer (June - July, 8am -3pm) and engage 700 parents in parent-focused activities.
 Achievable - 700 parents is achievable: YWCA has partnered with East Central ISD for more than 10 years serving 500 students in grades K- 5; in Fall 2020, the program added 150 students in grades Pre-K 3 and 4.
 Relevant - After school academic and social emotional learning aligns with YWCA's mission and ECISD goals.
 Timely - YWCA will provide after school academic and social emotional learning within the one-year school year.

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) 700 students enrolled in the After School Enrichment program
- 2) 85% of students will receive a "C" grade or equivalent or above in Math.
- 3) 85% of students will receive a "C" grade or equivalent or above in Reading.
- 4) 60% of students evaluated as having improved social emotional development
- 5) 50% of parents attend 2 parent engagement activities

For TEA Use Only:

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

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1) 700 students enrolled in the After School Enrichment program
- 2) 85% of students will receive a "C" grade or equivalent or above in Math.
- 3) 85% of students will receive a "C" grade or equivalent or above in Reading.
- 4) 75% of students evaluated as demonstrating improved social emotional development
- 5) 75% of parents attend 2 parent engagement activities

Third-Quarter Benchmark

- 1) 700 students enrolled in the After School Enrichment program
- 2) 85% of students will receive a "C" grade or equivalent or above in Math.
- 3) 85% of students will receive a "C" grade or equivalent or above in Reading.
- 4) 85% of students evaluated as demonstrating improved social emotional development
- 5) 85% of parents attend 2 parent engagement activities
- 6) 80% of students will pass the "STARR" Reading Test.
- 7) 98% of students will progress to the next grade level at the end of the school year.

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.

YWCA San Antonio will evaluate its After School Enrichment program qualitatively, through quarterly qualitative questionnaires to teachers, parents and children; and quantitatively, aligning with our SMART goals and quarterly benchmarks as follows:

- 1) 700 students enrolled in the program - YWCA will manage enrollment database and have access to enrollment numbers
- 2) Students will receive a "C" grade or equivalent or above in Math - YWCA will receive grades from East Central ISD weekly, apply benchmarks of math curriculum evaluation procedures weekly, and report out weekly.
- 3) Students will receive a "C" grade or equivalent or above in Reading - YWCA will receive grades from East Central ISD weekly, apply benchmarks of reading curriculum evaluation procedures weekly, and report out weekly.
- 4) Students will demonstrate improved social emotional development - Using weekly evaluation surveys as part of the Developmental Asset Resources, which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults, YWCA will evaluate teachers feedback about students' social and emotional development, as well as students' perceptions about their social and emotional responses.
- 5) Parents will attend six parent engagement activities - YWCA will manage parent attendance through sign-in sheets and in a database and will calculate attendance.

Because grades reflect a variety of factors, if the program does not achieve benchmarks for grades by the end of the first quarter, the program directors will work directly with administration and teachers to identify areas to focus additional dosage, support, or provide smaller-group learning with students. If student does not demonstrate improved behavior following social emotional learning sessions, additional Developmental Assets sessions will be provided to children continuing to demonstrate lack of social emotional development.

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

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.

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

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.

1) Needs assessment process, center-level needs assessment process, multiple sources of data used - East Central ISD and TEA needs assessment data reports the following percentages of economically disadvantaged students at the following schools: Pecan Valley -83%; Harmony Elementary -76%; Oak Crest- 63%; Highland Forest -74%; Sinclair - 68%; Salado -58% City-wide poverty assessment reports: Highland Forest, Salado, Pecan Valley and Sinclair in Zip Codes 78222, 78223, and 78263 - these Zip Codes indicate approximately 70% of ECISD students served are from families with low- to very- low incomes: In 78222, median household income is \$40,000 for a family of 4, with 22% of residents below the poverty; in 78223, median income is \$37,785, with 24% below poverty. (<https://tabsoft.co/2xLfiQT>)

In the two major Zip Codes served by ECISD, 74% of residents have a high school diploma or GED in 78223, and 81% in 78222. More than 55% of students enrolled at East Central are defined as "at-risk." Approximately 73% of students are Hispanic and 10% of all student have limited English proficiency; 9% are African American and 16% are Caucasian. (<https://bit.ly/2Pkg1mU>)

2) 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 - ECISD provided achievement report for school year 2019: ELA/Reading -61% At Approaches Grade Level Standard or Above; 32 % At Meets Grade Level Standard or Above;10 % At Masters Grade Level Standard. Mathematics - 65 % At Approaches Grade Level Standard or Above; 28% At Meets Grade Level Standard or Above; 11 % At Masters Grade Level Standard

All students will be eligible to enroll in YWCA SA/ECISD After School Enrichment, and priority for small-group reading and math curriculum will be provided to students defined as "most in need" by ECISD.

3) 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 - YWCA will work with ECISD quarterly to identify students most in need of after school care and academic and social emotional learning. To support the needs of working families, YWCA will aim to provide free or very low/nominal fee-based services to ensure that low-income families at ECISD ca enroll children in the program.

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.)

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.

YWCA SA's After School Enrichment program will directly impact improved GPA and school behavior through its focus on the proposed benchmarks: 1) Students receiving a "C" grade or equivalent or above in Math; 2) Students receiving a "C" grade or equivalent or above in Reading; 3) Students evaluated as demonstrating improved social emotional development; and 4) Parents attending parent engagement activities.

The proposed program will work with ECISD to achieve positive impact over time as follows:
Specific - The program will provide high quality after school care, reading and math support, and social emotional learning to 700 children in 7 schools in ECISD during the 2021-22 school year; parents will be invited to parent engagement events during the school year; and classes will be provided during the 2022 summer, providing full-year academic and social emotional learning to students.
Measurable - The program will serve 700 children in groups of 10:1; 70 teachers/paraprofessionals will be hired and trained and assigned to each of the 7 ECISD campuses (Harmony, Highland Forest Elementary, Oak Crest, Pecan Valley, Salado, Sinclair, Tradition); volunteers will be used to support teachers in small reading and math groups; twice weekly Developmental Asset sessions will be provided which have demonstrated improved behavior in and out of the classroom; 6 parent engagement activities will be offered with a goal of serving at least one parent for every child for a total of 700 parents; teachers will be recruited for morning learning sessions in summer.
Achievable - In 2019, YWCA has served 100 children per each of the 4 ECISD schools it provided after school care; in 2020, YWCA expanded to 7 schools at ECISD and is on track to serve 100 children per school by June 2021; previously, Curriculum to be used for math (BellXCel) and for reading (Reading A to Z) has a track record of achievement for children in grades K-5. With regard to parent engagement, YWCA has offered twice-annual parent engagement events with 200 parents attending for the 400 children enrolled in its programs. Offering hot meals and/or care packages of food from the Food Bank for families participating in parent engagement sessions will increase likelihood of attendance.
Relevant - The program aligns with the Purpose of the Program in the RFA: it "supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students "youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs"; and offers "families of students served by community learning centers opportunities for active and meaningful engagement."
Timely - Classes and sessions will be offered for a full year to include the 2021-22 school year and summer 2022. Beyond the following year, YWCA and ECISD remain committed to working together in partnership to serve the community and will explore other grant opportunities to continue to provide services at free or no cost to families.

YWCA has developed a relationship with ECISD over the past 10 years, and families in the community have grown to know and trust YWCA and its brand. The social capital developed in this community has create a foundation for long-term success in outreach. In addition, ECISD has developed trust in YWCA and its capacity to serve the community and shares access to data and information to help YWCA continuously improve efforts to help students achieve academic and social emotional goals.

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.)

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.

YWCA SA's After School Enrichment program improves student academic achievement and overall success by supporting the work teachers perform in the classroom during the school day with supplemental and goal-aligned after school math and reading support as well as social emotional tools that contribute to a student's resilience and growth.

Specific proposed activities will include:

- 1) Hiring and training of 100 teachers trained in teaching math and in teaching according to the Science of Teaching Reading. With 100 teachers, the program will be able to provide high quality after school care, intensive reading and math support, in groups of 10 children to 1 teacher during the 2021-22 school year; classes will be provided during the 2022 summer to students identifies by teachers in each of the 7 elementary schools as requiring extra dosages of math and reading during the summer.
- 2) Recruiting volunteers - YWCA will recruit 200 volunteers to help support teachers by creating smaller subgroups for math and reading. Volunteers will be vetted and background checked, provided volunteer job descriptions, and assigned to each school.
- 3) Promotion and outreach - YWCA will begin promotion and recruitment of families May 2021 with tables set up at school, flyers home, emails to previous attendees and enrollment will continue through September 2021. For summer 2022, same promotion and outreach methods will be used February through May 2022.
- 4) Typical after school schedule:
3:15-3:40 - Bathroom break and snack; 3:45 - 4:30 - Group Rotation: Group 1 - Reading activities, small group reading, peer to peer reading activities, reading homework; Group 2 - Math activities, small group projects, math homework; 4:30-5:15 - Groups rotate, with Group 1 doing math and Group 2 doing reading; 5:15-5:25 - Break
5:30-6:00 on Tuesdays and Thursdays - Social Emotional Learning Activities with Developmental Assets
6:00-6:30 - Hot meals for children and families to eat onsite or take home. Summer schedule would be 9am-3pm, with 9-12 for academic and social emotional sessions and 1-3 with free play, designed to help working families.
- 5) Curriculum - BellXCel curriculum for math and Reading A to Z for reading; Developmental Assets for SEL.
- 6) Coordination with regular school day and teachers - Daily check-ins with school-day teachers to alert after school to shared issues, challenges, and opportunities to be addressed collaboratively.
- 7) Meals and snacks -YWCA will partner with the SA Food Bank to provide snacks and meals to 700 children daily.
- 8) Parent engagement activities - Topics: Parenting and supporting academic and social emotional learning; financial literacy and wealth building; STEM/STEAM activities for whole families; Reading groups at home; upgrading technical skills; planning for additional education for the whole family.

Measurable results - 700 children in groups of 7 children to 1 teacher at the 7 ECISD campuses (Harmony, Highland Forest Elementary, Oak Crest, Pecan Valley, Salado, Sinclair, Tradition) attending 45+ days during school year and 12 days during summer; parent engagement will have 50% of parents in Q1, 75% of parents in Q2, and 85% of parents in Q3 to attend one parent engagement activity per month for a total of 6 events.

Achievable outcomes - In 2019, YWCA served 450 children on 4 campuses; on average, 90% of students demonstrated a C or better in both reading and math; attendance of students in the program was on average 90%.

Relevant - This full-year program aligns with the goals of TEA to serve students with programs that support student academic and social/emotional success, particularly following the disconnection of students during COVID.

Timely - Program will serve students during the school year and summer to prevent summer slide.

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.)

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

YWCA and ECISD will partner to serve 700 ECISD students with after school academic and social emotional learning and parent engagement activities for 700 parents. The partnership will bring YWCA's expertise youth development and early childhood care and education to ECISD's commitment to student success in its district.

To date, YWCA SA and ECISD have partnered for nearly 10 years, with YWCA SA providing after school care and academic support to children in grades K-5. Services provided to date have included after school care, math, science, and reading support without an evidence-based curriculum; no designated social emotional learning; snacks, but no free hot meals; limited parent engagement activities. During the past year, the program has provided fee-for-service tuition (\$70 monthly) and in previous years a sliding scale of \$25 - \$300 per year.

This grant would allow the program to expand to provide additional services in ECISD that are currently not offered to students in the district by YWCA or other after school providers on any of the campuses at ECISD. Specifically, this includes: 1) after school care, academic and social emotional learner to pre-K students, 2) free or low-cost after school care for working families, and 3) parent engagement activities to include parents in their children's success and engage in dual-generation advancement.

This grant will allow YWCA to expand services at 7 campuses in ECISD and enhance services to 1) offer sliding scale free to low-cost after school care to low-income families and 2) expand to serve a) students in pre-K , and b) provide (i) evidence-based reading (Reading A to Z) and math (BellXCel) curriculum for at-risk learners including English Language Learners, (ii) Social emotional learning through Developmental Assets of the Search Institute, (iii) Parent engagement sessions to include parents in children's academic success and provide classes of benefit to parents, and (iv) Provide snacks and hot meals to address food insecurity in the district.

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.)

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 YWCA SA program at ECISD will provide reading and math research- and evidence-based curriculum identified based on track records of success with students of all backgrounds, including those missing foundational development and English-Language learners. Curriculum will include:
1) Reading A-Z, a pre-K-5 reading curriculum following Common Core and International Standards, Language Proficiency Standards, and US State Standards, including Texas TEKS (<https://bit.ly/3rZW4S4>) This curriculum is part of one of the best practices curriculum used by organizations in the UP Partnership/Excel Beyond the Bell network.
2) BellXCel math curriculum reviewed by the Urban Institute (<https://bit.ly/3bhyb2u>) and Montgomery County Public Schools (https://bit.ly/3oogySa_) which indicated a positive impact of theBellXcel program on MAP scores in math for participants in both Grades 3 and 4, among all students and four subgroups: Hispanic/Latino, ESOL recipients, FARMS recipients, and special education recipients.
3)Evidence-based social emotional Developmental Assets curriculum developed by Search Institute and used by UP Partnership and Excel Beyond the Bell. The Search Institute released a framework of Developmental Assets, which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. The Stanford University-researched "40 Developmental Assets" will be used as a basis for social emotional learning for children in pre-K (<https://bit.ly/2JVgBGm>) and children in grades 1-5 (<https://v.fastcdn.co/u/73824624/35782721-0-5-9-English25580191-.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.

The program will be provided at 7 East Central ISD schools to include: Harmony, Highland Forest Elementary, Oak Crest, Pecan Valley, Salado, Sinclair, Tradition. After School sessions will be held at each campus, and, therefore, students will not have to travel to receive after school services. ECISD has access to school buses, which can be used to transport students home following after school academic support, which this program qualifies as. ECISD will explore the possibility of offering in-kind transportation services to students.

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.)

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.

YWCA will serve ECISD at 7 campuses, which will serve as the community learning centers, and YWCA and ECISD will disseminate information about about the centers at each center.

- 1)YWCA will prepare email outreach and flyers for ECISD to distribute to parents at each campus, beginning upon possible approval of funding in May 2021 to prepare for fall 2021, and in February 2022 to prepare for Summer 2022.
- 2) For families without Internet or Wifi, YWCA will set up information tables at each campus, beginning upon possible approval of funding in May 2021 to prepare for fall 2021, and in February 2022 to prepare for Summer 2022. begin promotion and recruitment of families
- 3) YWCA will request the opportunity to present at the ECISD PTA meetings throughout the year to promote after school services and parent engagement events
- 4) During parent engagement events, YWCA will hand out flyers and provide a short presentation to parents about after school and summer academic enrichment.
- 5) YWCA will collaborate with ECISD during National Night Out to set up a table with information about the after school program
- 6) All materials will be presented in English and Spanish.

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.

YWCA's program would maximize East Central ISD participation in the Federal Every Student Succeed Acts (ESSA) funding resources, which provides support for low-income families: Title I - Parts A, C & D; Title I - School Improvement, Title II - Parts A, Title III - LEP, and Title IV, Student Support and Academic Enrichment. YWCA's after school program would provide academic and social emotional support that advances the goals of ESSA funding.

YWCA's summer enrichment program also aligns with the Texas Additional Days School Year (ADSY) Option 1 - Voluntary Summer Learning: Campuses hold a traditional 180 day calendar and have up to 30 days for something additional for a targeted subset of students, such as summer enrichment. YWCA would provide up to 30 days in June and July for summer sessions or camps, offered 9:00am - 3:00pm, with academic and social emotional learning in the morning and free play in the afternoon.

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.

Funding from this program will expand services and provide free or greatly reduced cost after school services. When the grant ends, YWCA will continue to provide a sliding scale fee based on need to families demonstrating financial need, subsidized by grants from private foundations, corporations, and individual donations.

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)

YWCA SA will recruit volunteers with a goal of managing 200 volunteers (20 per month) for small group learning from corporate partners that will include:

- Junior League of San Antonio, with with YWCA SA has a partnership
- Corporate partners to include: Valero, NuStar, HEB, Zachry, and others
- Universities and Colleges to include: UTSA, Our Lady of the Lake University, Alamo Colleges District, and Trinity

YWCA SA's volunteer coordinator will recruit and manage all volunteers. In the past, YWCA has worked with volunteers, and screens and places volunteers with:

- Background and fingerprint checks
- Volunteer job descriptions
- Volunteer assignments using a database

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.)

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.

Plan for 2021-22 School year recruiting and retention:

Specific: YWCA SA will send information brochures (email and flyers) to ECISD families via administration and teachers to in Spring 2021 to announce after school and summer sessions; flyers will include reading and math sessions, tutoring, healthy snacks and meals, for children in grades pre-K to grade 5. Cost for parents will be sliding scale (free to low-cost) based on income, to encourage enrollment

Measurable - Serve 700 children in grades pre-K - grade 5 at 7 campuses in East Central ISD in the after school time period (3:15pm - 6:30pm) and summer (9am-3pm) with school and parents to encourage 90% attendance.

Achievable - 700 parents is achievable: YWCA has partnered with East Central ISD for more than 10 years serving 500 students in grades K- 5; in Fall 2020, the program added 150 students in grades Pre-K 3 and 4.

Relevant - After school academic and social emotional learning aligns with YWCA's mission and ECISD goals.

Timely - Recruitment will begin upon notification of award for this grant (May).

Plan for 2022 Summer recruiting and retention:

Specific: YWCA SA will send information brochures (email and flyers) to ECISD families via administration and teachers to in Spring 2021 to announce after school and summer sessions; flyers will include reading and math sessions, tutoring, healthy snacks and meals, for children in grades pre-K to grade 5. Cost for parents will be sliding scale (free to low-cost) based on income, to encourage enrollment

Measurable - Serve 700 children in grades pre-K to grade 5 at East Central ISD in the after school time period (3:15pm - 6:30pm) and work with school and parents to encourage attendance of

Achievable - 700 parents is achievable: YWCA has partnered with East Central ISD for more than 10 years serving 500 students in grades K- 5; in Fall 2020, the program added 150 students in grades Pre-K 3 and 4.

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

The program reflects the needs assessment on reading and math achievement levels:

ELA/Reading -61% At Approaches Grade Level Standard or Above; 32 % At Meets Grade Level Standard or Above;10 % At Masters Grade Level Standard. For Mathematics - 65 % At Approaches Grade Level Standard or Above; 28% At Meets Grade Level Standard or Above; 11 % At Masters Grade Level Standard.

With only 61-65% assessed at approaching grade level standard or above, the majority of students demonstrate a lack of fluency in both math and reading, and the program has been designed to provide small group and intensive dosage of math, reading, and social emotional learning.

The needs assessment informed the design of the program: daily, 120 minutes of math, reading, and on 2 days per week, social emotional sessions; and daily from 9:00am to 12:00pm during the summer, with afternoon free play with paraprofessionals providing oversight.

The program will aim for a teacher student ratio of 1:10 to address struggling readers and math students and also to provide particular support to English Language Learners. 70 teachers and paraprofessionals will provide support across the 7 campuses, with numbers of teachers for the summer to be determined by the number of children enrolled during the summer. Volunteers (2-3 per campus) will assist with math activities and reading groups.

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	<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"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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

12. Request for Grant Funds

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

Payroll Costs

1.	Program Director (Full-time)	\$55,000
2.	Program Site Coordinators (7 at 3 hours per day x \$30/hour x 5 days per week)	\$167,000
3.	Parent Engagement Manager (Full time)	\$38,000
4.		
5.		

Professional and Contracted Services

6.	After School Teachers (42 teachers x \$30 x 3 hrs)	\$718,200
7.	Paraprofessionals (28 x \$18 x 3 hrs)	\$287,300
8.	Social Emotional Instructors (7 schools, 2 facilitators each \$20/hour x 2 hours per week)	\$22,400
9.	Payroll Services	\$15,000
10.		

Supplies and Materials

11.	Curriculum	\$12,000
12.	Reading books	\$10,000
13.	Office Supplies	\$10,000
14.		

Other Operating Costs

15.	Snacks and dinner meal (\$5 per day x 700 students/partnership with SA Food Bank)	\$700,000
16.	Mileage for Program Director, Parent Engagement Manager	\$12,000
17.		

Capital Outlay

18.	PLEASE NOTE: WE UNDERSTAND THE CAP IS \$1.7 MILLION; IF AWARDED, YWCA	
19.	WOULD SUPPLEMENT WITH PRIVATE FUNDING OR REDUCE TO 6 SCHOOLS	
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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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	015911102	Harmony Elementary	0	PK-5	100	100
2	015911106	Highland Forest Elementary	0	PK-5	100	100
3	015911110	Oak Crest Elementary	0	PK-5	100	100
4	015911103	Pecan Valley Elementary	0	PK-5	100	100
5	015911111	Salado Elementary	0	PK-5	100	100
6	015911104	Sinclair Elementary	0	PK-5	100	100
7	015911108	Tradition Elementary	0	PK-5	100	100
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	015911102	Harmony Elementary					PK-5	100	100			
Feeder		NA										
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			09/07/21			12/22/21			16			
Spring Term			1/3/22			5/23/22			16			
Summer Term			6/6/22			7/15/22			6			
Total number of weeks: 38												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:30			3:15	6:30	9:00		3:00	
Tuesday			3:15	6:30			3:15	6:30	9:00		3:00	
Wednesday			3:15	6:30			3:15	6:30	9:00		3:00	
Thursday			3:15	6:30			3:15	6:30	9:00		3:00	
Friday			3:15	6:30			3:15	6:30	9:00		3:00	
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE							Program Year						
Center Operations Schedule (one per center)							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	015911106	Highland Forest Elementary					PK-5						
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			09/07/21			12/22/21			16				
Spring Term			1/3/22			5/23/22			16				
Summer Term			6/6/22			7/15/22			6				
Total number of weeks: 38													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:15	6:30			3:15	6:30	9:00		3:00		
Tuesday			3:15	6:30			3:15	6:30	9:00		3:00		
Wednesday			3:15	6:30			3:15	6:30	9:00		3:00		
Thursday			3:15	6:30			3:15	6:30	9:00		3:00		
Friday			3:15	6:30			3:15	6:30	9:00		3:00		
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				30				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE							Program Year						
Center Operations Schedule (one per center)							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	015911110	Oak Crest Elementary					PK-5						
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/07/21			12/22/21			16			
Spring Term				1/3/22			5/23/22			16			
Summer Term				6/6/22			7/15/22			6			
Total number of weeks: 38													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:15	6:30			3:15	6:30	9:00		3:00		
Tuesday			3:15	6:30			3:15	6:30	9:00		3:00		
Wednesday			3:15	6:30			3:15	6:30	9:00		3:00		
Thursday			3:15	6:30			3:15	6:30	9:00		3:00		
Friday			3:15	6:30			3:15	6:30	9:00		3:00		
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				30				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE							Program Year						
Center Operations Schedule (one per center)							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 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	015911103	Pecan Valley Elementary					PK-5						
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/07/21			12/22/21			16					
Spring Term		1/3/22			5/23/22			16					
Summer Term		6/6/22			7/15/22			6					
Total number of weeks: 38													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:15	6:30			3:15	6:30	9:00		3:00		
Tuesday			3:15	6:30			3:15	6:30	9:00		3:00		
Wednesday			3:15	6:30			3:15	6:30	9:00		3:00		
Thursday			3:15	6:30			3:15	6:30	9:00		3:00		
Friday			3:15	6:30			3:15	6:30	9:00		3:00		
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				30				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

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 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015911111	Salado Elementary					PK-5						
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/07/21			12/22/21			16					
Spring Term		1/3/22			5/23/22			16					
Summer Term		6/6/22			7/15/22			6					
Total number of weeks: 38													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:15	6:30			3:15	6:30	9:00		3:00		
Tuesday			3:15	6:30			3:15	6:30	9:00		3:00		
Wednesday			3:15	6:30			3:15	6:30	9:00		3:00		
Thursday			3:15	6:30			3:15	6:30	9:00		3:00		
Friday			3:15	6:30			3:15	6:30	9:00		3:00		
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				30				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

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 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015911104	Sinclair Elementary					PK-5						
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/07/21			12/22/21			16					
Spring Term		1/3/22			5/23/22			16					
Summer Term		6/6/22			7/15/22			6					
Total number of weeks: 38													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:15	6:30			3:15	6:30	9:00		3:00		
Tuesday			3:15	6:30			3:15	6:30	9:00		3:00		
Wednesday			3:15	6:30			3:15	6:30	9:00		3:00		
Thursday			3:15	6:30			3:15	6:30	9:00		3:00		
Friday			3:15	6:30			3:15	6:30	9:00		3:00		
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				30				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

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 7	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	015911108	Tradition Elementary					PK-5						
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/07/21			12/22/21			16					
Spring Term		1/3/22			5/23/22			16					
Summer Term		6/6/22			7/15/22			6					
Total number of weeks: 38													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:15	6:30			3:15	6:30	9:00		3:00		
Tuesday			3:15	6:30			3:15	6:30	9:00		3:00		
Wednesday			3:15	6:30			3:15	6:30	9:00		3:00		
Thursday			3:15	6:30			3:15	6:30	9:00		3:00		
Friday			3:15	6:30			3:15	6:30	9:00		3:00		
Saturday													
Sunday													
Total Hours Per Week:	16.25				16.25				30				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

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 #	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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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 9	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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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 10	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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

AGREEMENT BETWEEN
EAST CENTRAL INDEPENDENT SCHOOL DISTRICT
&
YOUNG WOMEN'S CHRISTIAN ASSOCIATION

This agreement ("Agreement") is entered into by and between East Central Independent School District ("ECISD"), a public school district and political subdivision of the State of Texas, and Young Women's Christian Association of San Antonio, Texas ("YWCA"), with its corporate office currently located at 503 Castroville Rd, San Antonio, Texas, 78237.

WHEREAS, ECISD and YWCA, have enjoyed a working relationship over the years for the administration of the Program. ECISD and YWCA in a collaboration will provide recreational and educational opportunities for the children in the ECISD community during after school hours (After School Program),

WHEREAS, ECISD and YWCA desire to continue their relationship for the administration of the Program in ECISD in accordance with agreed-upon terms and conditions as hereinafter set forth;

NOW, THEREFORE, in consideration of the premises and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, ECISD and YWCA agree as follows:

TERM

1. This Agreement shall have commencement and termination dates as follows, September 1, 2020 – May 31, 2021 for no less than 152 days of service during the Program term. Service will be provided to seven ECISD schools and service slots can be divided among the seven schools at the discretion of ECISD and the YWCA. If ECISD schools close due to Pandemic or any other natural disaster the YWCA afterschool will also close until ECISD and YWCA feel it is safe to reopen program.

PROGRAM LOCATIONS, OPERATIONS AND SCOPE

2. ECISD and YWCA shall manage and operate the Program for the qualified students enrolled in ECISD's schools listed in Exhibit "A" of the Agreement.
3. ECISD shall provide the site facilities for each of the Program locations in ECISD, which shall include adequate space for Program participants and activities and storage of Program equipment. YWCA understands and accepts that ECISD facilities may vary, depending on availability at each site and may, but not necessarily, include the cafeteria, portable building, gymnasium, classrooms, computer labs, the library or any other suitable location as determined by ECISD.
4. Participation in the Program shall be open to any ECISD student attending the campus where the Program is offered, as listed in Exhibit "A," and whose parent, guardian or other person in lawful authority under a court order has granted written permission slip, which shall contain a provision for the release of student records, and has paid the applicable fee based on a fee structure adopted by the YWCA and in effect at the time of collection.

5. YWCA, in collaboration with each ECISD campus principal or designee, shall develop and articulate an acceptable plan of action ("Plan of Action") for operating the Program. At a minimum, the Plan of Action shall consist of the following components:
 - a. An hour of homework and tutorial assistance to the participating students, based on the school day's instructional lessons/objectives at each campus location;
 - b. A safe and conducive place for students to engage in educationally based activities, including but not limited to providing students with the opportunity to study, socialize, interact, and engage in recreational/physical fitness opportunities;
 - c. A nutritious snack administered under, and meeting, the Program and federal requirements.
6. ECISD's Program Site Facilitator must submit a written Incident/Complaint form to YWCA staff within twenty-four (24) hours after an incident occurs that effects or could affect the safety or welfare of a student.
7. ECISD and YWCA acknowledge their commitment to, and shall, continually evaluate and improve the Program offered to participating students. YWCA shall assist ECISD in conducting surveys of parents, student participants and Program staff as a means of identifying possible improvements in the Program. YWCA agrees and shall see that all applicable requirements of federal law regarding "Protection of Student Rights," 20 U.S.C s 1232h, shall be strictly enforced. YWCA shall, prior to conducting any surveys of students, received ECISD approval over the content.

PROGRAM STAFFING

8. ECISD shall appoint a professional educator at each Program location (i.e., ECISD campus) as the Program Site Facilitator, who shall be an employee of ECISD for purposes of the Program.
9. The Program Site Facilitator shall be the liaison for the Program between YWCA and ECISD and shall have oversight responsibility at the Program site to which he or she is assigned. YWCA shall fully cooperate with the Program Site Facilitator at each Program location in order for ECISD to monitor, on a daily basis, student attendance in the Program and to ensure that the staff ratio to students shall always be maintained at a maximum ratio of 25:1 Except Pre-K ratio is 18:1. However due to Pandemic the current ratio will be 15:1 until both the YWCA and ECISD feel that it is safe to increase that ratio to 25:1. We are reserving the right to serve 30 to 45 participants per campus base on facility space and practicing social distancing. We will follow all protocols from the CDC guidelines.
10. ECISD shall also be responsible for assessing the number of participating students in the Program with special needs and for employing staff qualified to assist such students. Staff members provided by ECISD to assist special needs students in the Program shall be in addition to the staff required to maintain the current student staff ratio required under this Agreement.
11. With the exceptions of the Program Site Facilitator and any ECISD special needs staff person, who shall be paid by ECISD, YWCA shall be responsible for securing all Program personnel and volunteers ("YWCA Staff") to provide the necessary services in the Program in compliance with this Agreement. YWCA shall be solely responsible for employing and paying all YWCA Staff for the Program. YWCA Staff shall be subject to appropriate standards agreeable to ECISD to ensure the safety and welfare of Program students, which shall include a criminal history background check and fingerprinting with results acceptable to both parties.
12. All YWCA Staff secured by YWCA to satisfy the current student-staff ratio shall remain with the student participants at all times during the Program and shall be free of non-Program related duties (e.g., custodial

duties) during the hours of Program operation. Should the current ratio not be met for a reason not in control of YWCA, the Program Site Facilitator may serve in the ratio in order to comply with the required current ratio.

13. All Program personnel and volunteers, while providing services in the Program at an ECISD facility, shall be under the direct supervision of the designated Program Site Facilitator or YWCA Assistant Facilitator, as the case may be.

EQUIPMENT

14. YWCA shall have no ownership interest in any equipment, materials, or other property ("Program Property") obtained with funds used to purchase such Program Property ("Program Property Funds"); and YWCA shall relinquish possession of such Program Property to ECISD upon termination or completion of this Agreement. However, YWCA shall safeguard, maintain and prepare an inventory of all Program Property and provide written reports of such Program Property to ECISD as may be required from time to time. YWCA shall promptly report such inventory to the appropriate ECISD's Program Site Facilitator or designee of any stolen, missing, damage or destroyed Program Property.
15. Equipment, materials and other property purchased by YWCA and that are not obtained using Program Property Funds may be kept at the Program site, provided, however, that sufficient and appropriate unused space is available. In any event, ECISD shall not be responsible for any lost, stolen, damaged or destroyed equipment, materials or other property belonging to YWCA.

FUNDING AND PAYMENT

16. This Agreement is a pay by fee per child for services rendered. All fees will be collected once per month by the YWCA for services rendered. ECISD is not responsible for any fees not collected by the YWCA for service rendered.
17. YWCA shall not obligate ECISD to any third party or other beneficiary not a party to this Agreement.

RECORDS MANAGEMENT AND AUDIT

18. YWCA shall maintain and provide to ECISD complete and accurate records regarding
 - The number of student participants in the Program;
 - The activities planned for and provided to the student participants;
 - The identification of and the number of hours worked by all YWCA Staff to the Program;
 - All other pertinent information regarding the Program that will benefit the parties in operating and evaluating the Program.

ECISD shall have, upon request, reasonable access to such records as ECISD determines is requires for audit and Agreement compliance purposes. Such records shall be maintained by YWCA for not less than five (5) years and, for any records that is the subject of a contest or investigation within such time, until the contest is resolved or the investigation is completed.

ASSIGNMENT AND SUBCONTRACTING

19. Any term or condition or clause contained in this Agreement to the contrary notwithstanding, none of the Program work or services to be provided hereunder shall be assigned or subcontracted to anyone not a party to this Agreement without the prior written approval of an authorized representative for each party.
20. Any approved assignment and/or subcontract to a third party shall be subject to all of the terms and conditions of the Agreement.

RELATIONSHIP OF THE PARTIES

21. Neither this Agreement nor any provision contained herein shall be deemed or construed by either party hereto, or by any third party, as having created a relationship of principal and agent, partners, a joint venture or any other similar relationship between ECISD and YWCA.

INDEMNITY AND RELEASE

22. YWCA shall fully indemnify and hold ECISD harmless and, if required by ECISD, defend ECISD and/or its officers, employees and/or agents, for alleged and/or actual loss, damage, fine, expense, fee (including attorney's fee), claim and causes of action of any kind and/or costs, arising from or related to the negligence, omission, or intentional act of YWCA, its officers, employees, volunteers and/or its agents, in the performance of or under this Agreement. YWCA agrees that his provision shall survive the termination or expiration of this Agreement.

TERMINATION

23. **(For Cause:)** ECISD may terminate this Agreement if YWCA breaches, defaults or otherwise fails to fulfill the terms and conditions of this Agreement ("omission"). Before ECISD may terminate this Agreement for cause, however, ECISD shall first provide YWCA with the opportunity to correct such omission by providing YWCA with not less than ten (10) calendar days to cure the omission. If, after been provided with the required notice of omission, YWCA fails to cure the omission, this Agreement shall terminate without further action by ECISD; and YWCA shall be responsible to pay ECISD for any damages or costs sustained by ECISD. This provision is not intended to, and shall not, limit or bar other remedies to which ECISD may be entitled.
24. **(For Convenience:)** Either party may terminate this Agreement for convenience. To terminate the Agreement for convenience, the party terminating the Agreement shall provide the other party with not less than thirty (30) days advance written notice; but in no event shall the effective date of such termination be beyond a date after funding has depleted.
25. In the event of termination of this Agreement by ECISD for cause or for convenience YWCA shall fully cooperate with ECISD in closing out the Program at applicable sites and transferring documents and responsibilities to ECISD and/or to other entities designated by ECISD.

INSURANCE

26. YWCA shall maintain Commercial General Liability Insurance and in amounts acceptable to ECISD and not less than the following amounts:

Bodily injury liability and property damage liability in the amount of \$1,000,000.00 per occurrence and the amount

of \$2,000,000.00 in the general aggregate.

AMENDMENT AND NOTICES

27. No amendment, modification, and/or alteration of the terms and conditions of this Agreement shall be binding on either party unless the same is in writing, dated subsequent to the date of this Agreement, and duly executed and agreed to by the parties.
28. Any notice required to be made to either party under this Agreement shall be given by actual notice evidenced by a signed receipt or by U.S. certified or registered mail, with return receipt requested, addressed to the signatory on this Agreement or his/her successor at the mailing address noted below. Such addresses and/or mailing addresses may be changed from time to time by written notice of such change, given in accordance with this same provision.

NO IMPLIED WAIVER

29. Either party's failure to insist in any one or more instances upon strict performance by the other party of any term or condition of his Agreement shall not be construed as a waiver of the obligation or any continuing or subsequent failure to perform or delay in the performance of any term of this Agreement.

LAW AND VENUE ATTORNEY'S FEES

30. This Agreement shall be construed and enforced in accordance with Texas law; and venue for any action to construe, enforce or adjudicate a dispute arising from this Agreement shall be in a court of competent jurisdiction in Bexar County, Texas. The prevailing party in any such action shall be entitled to reasonable and necessary attorney's fees and costs of court related to such action.

ENTIRE AGREEMENT

31. This Agreement constitutes the entire agreement between the parties hereto, with any other preceding or contemporaneous written or oral agreement between the parties regarding the AfterSchool Program expressly waived by each party and having no force and effect.

Executed in duplicate originals on the dates indicated below, following approval of each party's governing authority.

EAST CENTRAL
INDEPENDENT SCHOOL DISTRICT



Roland Toscano
Superintendent of Schools
6634 New Sulphur Springs Rd
San Antonio, TX 78263

12/2/20
Date

YOUNG WOMEN'S CHRISTIAN
ASSOCIATION of San Antonio



Francesca Rattray
President/CEO
503 Castrovilla RD
San Antonio, TX 78239

Date

Attachments: Exhibit "A"- School locations for the After School Program

Exhibit A

School locations for After School Program

Highland Forrest Elementary School
Pecan Valley Elementary School
Salado Elementary School
Sinclair Elementary School
Harmony Elementary School
Oak Crest Elementary School
Tradition Elementary School