2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY
Grant Period:	August 1, 2018 – July 31, 2019	Write NOGA ID
Application deadline:	5:00 p.m. Central Time, May 1, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 APR 26 PM 3: 49 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name				County-District #		Amendment #	
SA Youth				Bexar County		N/A	
Vendor ID #		**ESC Region #**				**DUNS #**	
1742333088		20				931672992	
Mailing address				**City**		**State**	**ZIP Code**
P. O. Box 7844				San Antonio		TX	78201-0844

Primary Contact

First name	M.I.	Last name		Title	
Asia		Ciaravino		President & CEO	
Telephone #	**Email address**			**FAX #**	
210-223-3131 Ext. 209	Asia@sanantonioyouth.org			210-223-9939	

Secondary Contact

First name	M.I.	Last name		Title	
Melissa		Zarb-Cousin		Chief of Staff	
Telephone #	**Email address**			**FAX #**	
210-223-3131 Ext. 212	Melissa@sanantonioyouth.org			210-223-9939	

Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name: Asia
M.I.
Last name: Ciaravino
Title: President & CEO
Telephone #: 210-223-3131 Ext. 209
Email address: Asia@sanantonioyouth.org
FAX #: 210-223-9939
Signature (blue ink preferred)
Date signed: April 24-2018

Only the legally responsible party may sign this application.

701-18-111-012

Schedule #1—General Information	
County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
14	Management Plan	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 01/01	End date (MM/DD): 12/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☒

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) **prior to TEA isusing a grant award.**

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. 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.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	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.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	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 educational 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.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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	Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 1742333088		Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	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 four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, 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.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program 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. 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.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 174233088	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, 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.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule. • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.   **N/A**

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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	Schedule #3—Certification of Shared Services (cont.)			
County-district number or vendor ID: 1742333088			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

SA Youth is a 34-year old nonprofit organization with proven experience in operating afterschool programs and capable of delivering quality services to ten (10) proposed 21st Century Community Learning Centers, located in poverty riddled areas of San Antonio, where significant issues and needs present barriers for the academic success of at-risk youth. SA Youth intends to use its proven skills of operating afterschool and summer programs to help improve academic achievement, along with helping to mold strong and positive characters in "at-risk" youth. Our vision and focus is on reducing the number of "at-risk" school-aged children that struggle with academic achievement and become involved with negative behaviors. SA Youth's afterschool/Out-of-School-Time (OST) curriculum is built on the TEKS (Texas Essential Knowledge and Skills) principles and on the Search Institute's 40 Developmental Assets. SA Youth is also listed as a 2018 Pre-Screened External Organization and is available to provide assistance to other organizations under the 21st Century Community Learning Centers. The services we propose are designed to help improve low-performing schools meet state and local standards in core academic subjects, effectively aligning the school day with 21st CCLC activities.

SA Youth's needs assessment is designed by its executive leadership, with due diligence on when and how input is needed provided by key organizational staff that is guided by the NCLB Comprehensive Needs Assessment Guide, published by the TEA. Individual campus profiles will include improvements in academic performance, attendance, behaviors, and grade promotions. Associated program needs also reflect that San Antonio is home to more than 1.4 million people, of which 28.3% are children that live at or below the poverty level (2012-2016 ACS 5-Year Estimates). In the South San ISD 90.9% of the students are identified as being economically disadvantaged with 92.2% of students in the San Antonio ISD identified as being economically disadvantaged. Demographics include a majority 97.0% Hispanic population for South San ISD students and a 90.8% Hispanic population for the San Antonio ISD students (TEA 2016 Texas Performance Reporting System). Both of these school districts make up the ten centers SA Youth has partnered with for this particular grant cycle, whose statistics help demonstrate why there is a critical need for implementing a free afterschool/OST program in this area and asserts the analogous relationship with the goals and purpose of the grant.

Due to the high need in these low-income neighborhoods, we are proposing to expand our current afterschool/OST program, that is designed to offer extended learning opportunities to both children and their families. SA Youth proposes to collaborate with two school districts that have committed to integrating 12 school campuses into our program. Our management plan includes hiring a full-time Project Director, a Family Engagement Specialist, a Curriculum Specialist, a Data Entry Clerk, and 10 Site Coordinators. Additionally, we will hire 44 part-time teachers or site facilitators, one bus driver and one custodian. Our afterschool/OST program will focus on free, year-round services, with 17 to 20 hours of afterschool activities weekly (Monday thru Friday) during the school-year. During the summer, we will extend the program by an additional four hours over an 8 week summer program period. Our programs will also include elements designed to encourage youth to have ownership of their selections in various programing segments so they build interests, talents and skills. Additionally, we will use various academic and behavioral reporting formats to account or measure success. For example, we currently use sign-in rosters, pre- and post-tests, student and parent surveys, academic grade reports from schools, verbal feedback from participants, social media, external program evaluations, and several other type of measuring tools of which we will embrace and apply to the expansion of this particular program.

In summary, SA Youth is committed to ameliorating academic performance among low performing schools. That is why our program budget was meticulously developed with close attention to each center's cultural and academic needs, along with special evaluation of geogpraphical capabilities and accommodating capacity for each associated facility. SA Youth has answered the mandatory statutory requirements and fulfilled all of the other TEA requirements. Additionally, SA Youth has valuable experience in managing grants from federal and state agencies, foundations and corporate organizations; including funding through United Way. We have successfully managed grants and contracts from the Department of Labor, Housing and Urban Development, Health and Human Services, the Department of Education, the Texas Education Agency, the City of San Antonio, The Kronkosky Charitable Foundation, The John L. Santikos Charitable Foundation, Valero Energy Foundation and The Harvey Najim Family Foundation. It is through this type of commitment from caring individuals and organizations that SA Youth intends to continue operating its OST program once TEA funding is exhausted. They say that it takes a village to raise a child – we believe we are part of that village.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 1742333088				Amendment # (for amendments only):	
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$638,000	$0	$638,000
Schedule #8	Professional and Contracted Services (6200)	6200	$113,740	$40,000	$153,740
Schedule #9	Supplies and Materials (6300)	6300	$166,995	$0	$166,995
Schedule #10	Other Operating Costs (6400)`	6400	$62,475	$3,000	$65,475
Schedule #11	Capital Outlay (6600)	6600	$4,000	$0	$4,000
	Consolidate Administrative Funds			☐ Yes ☐ No	
Total direct costs:			$985,210	$43,000	$1,028,210
Percentage% <u>indirect costs</u> (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$985,210**	**$43,000**	**$1,028,210**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$0	$0	$0
Administrative Cost Calculation					
Enter the total grant amount requested:					$1,028,210
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					$51,410

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 1742333088			Amendment # (for amendments only):	
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional				
1	Teacher			$
2	Educational aide/Curriculum Specialist	1		$34,500
3	Tutor			$
Program Management and Administration				
4	Project director (required)	1		$71,300
5	Site coordinator (required)	10		$224,800
6	Family engagement specialist (required)	1		$53,900
7	Secretary/administrative assistant			$
8	Data entry clerk	1		$41,600
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist			$
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	Bus Driver	1		$7,600
20	Custodian	1		$7,000
21	Out-of-School-Time Providers/Youth Leaders	44		$137,000
22			Subtotal employee costs:	$577,700
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$
24	6119	Professional staff extra-duty pay		$
25	6121	Support staff extra-duty pay		$
26	6140	Employee benefits		$60,300
27		Subtotal substitute, extra-duty, benefits costs		$
28	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$638,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 1742333088	Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land	$0
	N/A	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		$0
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	Tutors and Instructors (no individual at $10,000 or more)	$56,100
2	Gemini Ink (Literacy & Writing Workshops)	$7,500
3	Science Club (Science Workshops)	$14,700
4	Local Evaluator (to be selected following agency procurement procedures)	$30,000
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b. Subtotal of professional and contracted services:		$108,300
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$45,440
(Sum of lines a, b, and c) Grand total		$153,740

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Remaining 6200 includes: Bldg's Shared Space Maintenance = $19,000, Telephone 10 sites @$125/Mo = 15,000, Telephone 4 @ $30/Mo = $1,440 (Project Director/Family Engagement Specialist/Grant, Grant-Fixed), Audit = $10,000 (Admin).

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 1742333088	Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval	
Expense Item Description	**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$166,995
	Grand total:	$166,995

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Total not requiring specific approval includes: Nutritional Snacks $96,000, Family Engagement Supplies $12,000, Office Supplies $45,000, Project Meeting Supplies $4,000, Academic Software $9,995.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 1742333088	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$32,000
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$32,000
	Remaining 6400—Other operating costs that do not require specific approval:	$33,475
	Grand total:	**$65,475**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Remaining 6400 includes: In-state and local learning exchanges, conferences, and training for grant staff = $12,250, printing = $6,325, postage = $400, mileage reimbursement for local travel between sites by grant staff = $3,600, Program Insurance = $3,900 (direct), $3,000 (admin), daily student transportation = $4,000

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 1742333088			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment or furniture				
19	Printer/Copier/Scanner	10	$400	$4,000
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$0
			Grand total:	**$4,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division <u>Administering a Grant</u> page.

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Schedule #14—Management Plan	

County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualifications: a bachelor's degree in education or related field, master's preferred, five years' experience in a management role in youth and/or education programs; budget and data experience; bilingual a plus; strong communication, organizational and technology skills.
2.	Site Coordinator(s)	Qualifications: a bachelor's degree; at least two years' experience with youth or in education; experience with supervising staff, preference for experience in after school setting and with at-risk populations; strong communication, management and computer skills.
3.	Family Engagement Specialist	Qualifications: a bachelor's degree; at least two years' experience working with adult or family programs; familiarity with community organizations and local resources; experience with families with diverse needs; preference for English/Spanish bilingual.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve Academic Performance of Youth	1.	Improved grades	09/01/2018	05/30/2019
		2.	Promotion to the next grade level	09/01/2018	05/30/2019
		3.	3rd Graders reading on the appropriate level	09/01/2018	05/30/2019
		4.	Improved financial literacy skills	09/01/2018	05/30/2019
		5.	All participants taking part in summer learning to prevent "summer slide" of fall/spring learning gains	06/04/2019	07/31/2019
2.	Improve attendance at school and at sites	1.	Recruit 80% of participants	08/01/2018	09/30/2018
		2.	Recruit 100% of participants	08/01/2018	11/30/2018
		3.	80% of participants attend at least 45 days	08/01/2018	01/30/2019
		4.	School attendance gains & 30% truancy reduction	08/01/2018	01/30/2019
		5.	90% attendance rate throughout summer program	06/04/2019	07/31/2019
3.	Improve behavior at school and at sites	1.	75% of participants will participate in 40 Devl Assets	08/01/2018	07/31/2019
		2.	80% of participants attend at least 45 days	08/01/2018	01/30/2019
		3.	60% of participants attend 4/5 days year-round	08/01/2018	07/31/2019
		4.	70% of participants enroll in summer program	06/04/2019	07/31/2019
		5.	20% decrease in disciplinary referrals	08/01/2018	05/30/2019
4.	Improve promotion rates each school year	1.	95% of all students promoted to the next grade level	08/01/2018	05/30/2019
		2.	80% of participants attend at least 45 days	08/01/2018	05/30/2019
		3.	90% of participants complete homework regularly	08/01/2018	05/30/2019
		4.	25% of participants take part in 1:1 tutoring	08/01/2018	05/30/2019
		5.	25% of participants take part in academic clubs	08/01/2018	05/30/2019
5.	Improve participation of family engagement	1.	80% of parents attend center activities	08/01/2018	07/31/2019
		2.	90% of parents attend family engagement nights	08/01/2018	07/31/2019
		3.	80% of parents attend nutrition education seminars	08/01/2018	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. 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 those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SA Youth initially evaluated the community needs and resources through a preliminary review of baseline data for all participating campuses and sites and by meeting with school officials in preparation for this grant opportunity. The goals, objectives, site locations, programs, and services were aligned with those initial studies, meetings, and assessments. Significant needs identified include improved academic performance, improved promotion rates, improved attendance rates, and improved behaviors. We utilized the No Child Left Behind (NCLB) Comprehensive Needs Assessment Guide published by the Texas Education Agency, which focuses on five recommended steps to inaugurate our own SA Youth community needs and resources assessment. In general, a scaled-down version of the following process was initially used in developing this proposal. When notice of funding is provided, a more thorough needs assessment will be conducted during the month of August 2018:

1. **Establish a schoolwide planning team.** SA Youth will create a Task Force, comprised of students, parents, site staff, and school officials that will review the needs assessment for each community/campus served. At least two members from each stakeholder group will take part in the Needs Assessment Task Force for each campus.
2. **Clarify the vision for reform.** SA Youth will determine the area of priority and summarize and rank needs according to the Task Force recommendations.
3. **Create the campus profile.** SA Youth will review each purpose and outcome, prior to conducting the needs assessment, in order to improve academic performance, attendance, behavior, and grade promotion rates.
4. **Identify data sources.** SA Youth will determine data to be collected and analyzed from each campus that includes: a) demographics, b) data on student achievement, c) indicators and soft data around school culture and climate, which will be done by survey and focus groups, d) indicators of staff quality, recruitment, and retention, e) information on curriculum, instruction, and assessment, f) assessment of family and community involvement to include an assessment of the needs of working families through surveys and focus groups of working parents, g) data related to the school organization, and h) collection of information regarding available technology.
5. **Analyze data.** SA Youth will connect the dots by comparing and evaluating the Needs Assessment to each of the Campus Improvement Plans (finalized by Site Coordinators and the Program Director following the Task Force recommendations). SA Youth's initial needs assessment and the final comprehensive needs assessment (August 2018) are closely related together and reflect the guidance that will be utilized to launch our Campus Improvement Plan.

Our initial needs assessment indicates that several challenging issues currently exist for the targeted schools. For example, SSAISD has 90.9% of its students classified as Economically Disadvantaged and the SAISD has 92.2% of its students identified as Economically Disadvantaged (TEA 2016 Texas Performance Reporting System-TPRS). This one issue alone can significantly undermine a child's academic success, as children from poor families are four times more likely to be in poor health, suffer from food insecurity, and twice as likely to repeat a grade (US Census, "Census Data Highlights Devastating Effect of Poverty on Children," 9/12/2017). These types of informative links will help facilitate the SA Youth Task Force process, which will be categorized by areas of focus. Consequently, members will decide what to measure and report on and determine who will be responsible for organizing, developing, and updating respective profiles. They will also be selective about the type and amount of data to be collected followed by the establishment of a baseline assessment of the data, as determined by the Task Force members. Priorities will then be developed with a set of recommendations for effective implementation. New programs, services and activities will be developed or existing services will be enhanced based on the needs assessment. SA Youth will share results of the information at parent meetings and a formal document will be shared with TEA, the school, community, all staff and partners. Activites will then be aligned according to the resulting recommendations of the SA Youth Task Force and the published narrative.

SA Youth will also offer education support for working families to include: family-based reading and literacy activities, parenting workshops and trainings, and family-centered learning workshops. This will help parents provide more support for their children while also having parents serve as role models and "life-long learners." SA Youth's afterschool/OST program appreciates the value and success of working with families; especially working poor families that struggle to make ends meet and know the ultimate impact on the kids.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide 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. *Check the box that applies to this application.* **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

☐ This applicant is part of a planned partnership.   ☐ This applicant is unable to partner.

SA Youth is partnering with two local school districts, the San Antonio Independent School District (SAISD) and the South San Antonio Independent School District (SSAISD), in a venture to effectively address afterschool/OST goals and objectives, discussed in more detail within this application. For the upcoming Texas ACE grant opportunity SA Youth will operate ten (10) centers overall, providing afterschool/OST services for three feeder schools from the SAISD at our Poplar Street center: Cotton Elementary School, David Crockett Elementary School, and Margil Elementary School. SA Youth will also provide for the safe and dependable transportation of SAISD students from each of these three feeder schools to the Poplar Street youth center. SA Youth will also be responsible for fingerprinting, management and training of staff, classroom management, school safety plans, and evaluation. Additionally, SA Youth will be responsible for the recruitment, daily attendance tracking, ongoing implementation, planning, communication, evaluation of after-school and summer activities, regular meetings with parents, and completion of all assessment tools.

The remaining nine (9) centers will provide afterschool/OST services district-wide to the SSAISD, at each campus' own respective school facility. Feeder schools to each center include: Neil Armstrong Elementary School, Roy P. Benavidez Elementary School, Miguel Carrillo, Jr. Elementary School, Five Palms Elementary School, Hutchins Elementary School, Kindred Elementary School, Frank Madla Elementary School, Palo Alto Elementary School, and Price Elementary School. These nine schools have agreed to provide safe and efficient accomodations to operate an afterschool/OST center on its original campus grounds, within easy walking distance for students participating in this valuable program. All centers will be staffed by qualified SA Youth personnel focused on providing skilled afterschool/OST services. SA Youth staff will maintain an open communication with all school administrators, so that services may help improve lower-performing schools meet state and local standards in core academic subjects. By partnering with these two ISD's, our afterschool program stands to increase services by approximately 41%, as compared to going at it alone.

As fiscal agent, SA Youth will ensure the timeliness of data and reports, budget tracking and invoicing, contracting with evaluators, leading monthly partnership meetings, and maintaining the terms and conditions agreed to on signed Memorandums of Understanding (MOU's). SA Youth will be responsible for academic and enrichment programs at all sites after school and during summer hours, including managing all staff, family engagement activities, and student tracking. SA Youth will undertake the responsibility of aligning program deliverables with TEA standards and school district goals. The school districts will be responsible for coordinating the appropriate dedicated spaces, utilities, data sharing, and appointment of school and district liaisons to assist with program delivery, implementation, and evaluation. Both school districts will also contribute to the eventual development of each respective Campus Needs Assessment and participate on the Community Task Force; including an opportunity to serve as a member of the Center Advisory Council.

Partnerships also extend to various other nonprofit organizations that will provide additional support and services to the students participating in the program. For example, the San Antonio Food Bank will provide hot, nutritious meals and snacks to the SAISD Poplar Street center for all afterschool/OST participants, and will continue do so throughout the grant period. SA Youth believes that collaboration with any Community Based Organizations is critical to the overall sustainment of any organization.

SA Youth's proven capacity and program deliverables will continue over time because we are committed and dedicated to the children that live in low-income households and are struggling to get an education. During the last TEA, Century 21 funding cycle, in which we did not receive funding for the years 2016 or 2017, SA Youth aggressively worked on special fundraising endeavors and successfully solicited afterschool/OST funding from dedicated individuals, corporations and private foundations. Our 34 years of experience in sustaining programs serving "at-risk" youth reflects the strength and depth of commitment to our mission.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SA Youth's afterschool/OST program is designed to improve a student's academic, attendance, and promotable status through educational activities that support a holistic youth development and enrichment process, which when effectively implemented will drive academic achievement. Additionally, the alignment of the school day with our services will further complement the school day in fun and innovative ways that allows opportunities to strengthen character development among students; with the focus on reducing discipline referrals. SA Youth utilizes this exciting and effective process to provide assistance to "at-risk" students needing help in traditional academic areas. Activities are designed to promote learning in core subjects, thus having a positive impact on academic achievement. SA Youth works closely with the schools its serves to best align with curriculum and activities that help improve performance in school and STAAR assessments. Through this constructive partnership and discussion, SA Youth is able to provide additional strategic assistance to students needing help in certain areas.

SA Youth decided to follow this particular model because all twelve of the feeder schools that we are targeting are located in low-income neighborhoods and all have been identified by the Texas Education Agency as ecomomically disadvantaged and "at-risk" schools (TEA 2016-2017 Texas Academic Performance Report). To effectively address this, we focus on attendance, which we feel is the key to successful tutoring and daily homework assistance helping to make a positive impact on improved academic performance. As students regularly attend our centers, they will be engaged in fun, hands-on activities in core academic subjects with supportive staff, family members, tutors and mentors...significantly improving their chances at academic success. However, each feeder campus has different needs, so activities will be structured to supplement existing activities as each respective campus develops its own CIP. As a base, the SA Youth afterschool/OST program will provide the following activities outside of the normal school day at all ten centers for <u>grades K-5</u>:

1. Each staff will assist students for at least 45 minutes a day utilizing both group tutoring/homework assistance activity sessions and unique one to one approaches. Staff will be assisted by parents, volunteers, college student mentors and contracted tutors.
2. Each staff will provide 45 minutes of reading and writing activities to build literacy skills.
3. Each staff will develop 45 minutes of science and math (STEM) related activities designed to improve academic performance.

Each SA Youth center will also engage students in SA Youth's "Enrichment Activities," which includes character development sessions grounded on the Search Institute's Asset-Building Approach to positive youth development; a comprehensive, research-based model that focuses on developing 40 assets in youth. SA Youth will also integrate arts, music and educational modules such as the "Imagination Station," "Tech Kids," "Mind Mania," "Just About Music," "Math," "D.E.A.R.," and "Science" program courses into the Enrichment Activities sessions. Children will also be engaged in exciting and stimulating physical activities through our SA Fit course (utilizing the SPARK curriculum).

SA Youth also fully supports engaging family households, as research shows that when families are engaged, student outcomes, such as attendance, behavior, and achievement also improve. That is why our after-school program emphasizes participation of family members through activities such as "Family Engagement Nights" and "Nutrition Education Seminars" and other strategically developed undertakings designed to bring students and parents together in a supportive and constructive environment. Our afterschool program provides value to families in the sense of stability and social regularity, especially for students that come from low-income households. When parents with a child in an afterschool program were asked if they agree that afterschool programs help working parents keep their jobs, 83 percent of parents agree, with 55 percent completely agreeing. Only 3 percent of parents disagree (America After 3pm, 2014).

Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

At SA Youth, we work hard to prevent at-risk students from academic failure or from engaging in delinquent behavior. Our youth centers provide academic improvement and educational activities, motivation and enrichment activities, character and youth development activities, parent and family involvement, art and music activities, cultural awareness activities, and physical education activities. SA Youth integrates curricula that is specifically designed to help at-risk students with skills that they are lacking; especially during the summer months when school is out. Also, the summer months can be a time when students experience summer learning loss or a summer slide, especially with students from low-income families, who often fall behind in key areas like reading and math. SA Youth's summer program helps maintain achievement gains made during the previous school year and continues with the academic experience. Our summer program also offers nutritional meals to food insecure students, social interaction, and a productive way to spend free time in order to avoid distractions that could lead to trouble. These particular activities give academic support, advancement, and motivation so students may excel in the approaching school years.

We firmly believe that once a student understands the benefits of their efforts, they will work harder to succeed. That is why we also utilize the Search Institute's Asset-Building Approach to positive youth development in all of our grade populations; a comprehensive, research-based model that focuses on developing 40 assets in youth. This proven and evidenced-based methodology forms just one valuable link to the successful transition of our students into the impending and critical school years ahead. Moreover, technology-based curriculums that we will also be using, allow for individual assessment and ways to meet individual needs.

The best practices based on our own observation and experience have led us to provide the following free services year-round at all center locations so that youth may realize their full potential and challenge themselves to develop and achieve their own personal goals:

1. Academic Assistance – homework assistance, tutoring, literacy, structured activities in technology (focused on math and reading).
2. Enrichment – character education, culture and art, music, nutrition and physical fitness.
3. Family and Parental Support Services – parenting skills, financial literacy, ESL, literacy, and school relationships.

Another notable practice available to SA Youth is driven in part by the Excel Beyond the Bell San Antonio (EBBSA) network, which utilizes a Collective Impact model, based on a common agenda, shared measurements, continuous communication, and mutually reinforcing activities. According to the "EBBSA Dashboard," results from 2016-2017 included 24,260 students across 4 school districts, with results suggesting:

- SA Youth students have a 26% Math acceleration, compared to the District's 13%; and
- Only 36% of SA Youth students are considered to have limited understanding, as compared to the District's average of 45%.

Staff qualifications and training have also proven to be valuable and effective in complementing and enhancing student academic success. For example, key SA Youth staff that will be delivering services to our afterschool program (Project Director, 10 Site Coordinators and the Family Engagement Specialist) and will all require a bachelor's degree level of education or higher. Based on assessments and in working with schools, we will also be able to determine which students most need individualized assistance from tutors and volunteers. The sum of all program practices working together, form a solid success model that gives low-income students a practical and reasonable opportunity to achieve academic improvement and academic achievement.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SA Youth's primary goal is to improve student academic achievement. The proposed activities are designed to improve the needs identified at each unique campus and through each students' individual performance data. The twelve feeder schools participating in this proposal are identified as campuses with high "at-risk" student populations. These students will receive targeted, supplemental instruction due to a strong alignment between the regular school day and the afterschool activities. Staff at SA Youth centers will customize any needed academic interventions by communicating with parents and teachers.

Those students that continue struggling with math and reading skills will receive intensive tutoring until acceptable performance is achieved, as verified through curriculum-based assessments. Specific research-based activities that will help improve a student's academic achievement is published by the Search Institute's Asset-Building Approach (Commitment to Learning, Assets 21-25). These enrichment activities are all evidenced based and have been shown to make a positive impact in academic achievement and student growth. Moreover, students will be given time to explore their interests through our "Voice and Choice" element that is designed to encourage youth to have ownership of their selections in various programing segments; thus empowering them to build interests, talents and skills. Some innovative and fun programs and curriculums proven effective and used by SA Youth include "Mind Mania, SPARK PE, and GEOMotion."

Additionally, SA Youth integrates curricula during the summer months when school is out so students do not experience the summer learning loss, or summer slide, in key areas like reading and math. SA Youth's summer program helps maintain achievement gains made during the previous school year and helps to renforce the academic experience. SA Youth expects to improve student achievement and success by implementing the following practices:

- ➢ Developing self-discipline and good study habits in students, improving basic academic skills (STAAR scores, GPA), and improving educational achievement (grade promotion). Outcomes include increasing a students' knowledge and awareness of the importance that education plays in their life.
- ➢ Developing positive values and character by decreasing or eliminating delinquent behaviors, developing responsibility, developing a desire to contribute to one's community, and developing leadership abilities. Outcomes include increasing the knowledge and awareness of respecting and caring for others, of living an honest life, and understanding the magnitude of social responsibility and becoming decent young adults.
- ➢ Promoting the development of healthy lifestyles by engaging program participants in moderate to vigorous physical activities, encouraging healthier nutrition habits and advocating about the dangers of smoking and alcohol/drug use. Outcomes include reducing body/mass index, increasing a student's knowledge and awareness, and leading a healthy, drug free life.

SA Youth helps students with academic skills needed to make them successful in their educational and personal ventures, which includes educating parents. Parents also play a huge and important role in the success of a student's academic achievement. "Parents often become involved in their children's education through homework. Whether children do homework at home, complete it in after school programs or work on it during the school day, homework can be a powerful tool for (a) letting parents and other adults know what the child is learning, (b) giving children and parents a reason to talk about what's going on at school, and (c) giving teachers an opportunity to hear from parents about children's learning (Hoover-Dempsey et al., 2001)." All of these activities are specifically designed to help improve student academic achievement and overall student success.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Once awarded, SA Youth will use a multi-faceted approach to disseminate information about our afterschool/OST program to the community. We will also disseminate information about each center through participating schools. We will launch a school-wide and community-based campaign with written information in English and Spanish. It will be circulated through school newsletters, flyers, pamphlets, brochures, social media (SA Youth website, Facebook, Twitter, email blasts, etc.), school-based websites and automated call systems. Information will include the projects location, hours, phone number to obtain additional information, goals and enrollment availability.

For general recruitment, program partners will widely advertise services at the school campuses and throughout the community. The SA Youth Project Director, with support from the Site Coordinators and the Family Engagement Specialist, will also make monthly outreach and communication contacts with parents, the neighboring community and key stakeholders, e.g., foundations, businesses, libraries, literacy centers, and health care providers. We will regularly post information on various community portals and hold special open-house ceremonies and parent informational sessions at participating sites, centers and other community centers nearby. We will also distribute recruitment cards to schools which are then provided to parents in an effort to fully promote the program. Even though recruitment of program participants is an important issue, retaining these same students is just as important.

This is why we will send leaflets and flyers home at least twice each semester. Pertinent information that will be printed in both English and Spanish will also be maintained at the school offices, and large print posters will be hung at each of the feeder campuses. Site Coordinators will attend PTA meetings to inform parents about the program at least monthly. Our SA Youth website will offer information about the program services that are available, including all afterschool/OST locations.

We will also issue PSA's and engage in a strong public relations effort to fully promote the program. We will regularly post information on various community portals and send out regular email blasts to different constituencies. Special open house ceremonies and parent information sessions will be held regularly at participating sites, centers, and other community centers nearby for interested parents and students. SA Youth is very fortunate to have multiple staff that are not only experienced and qualified with managing modern social media technologies, but they also maintain a special corroborating relationship with local media organizations.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

According to a study reported by America After 3PM, the demand for afterschool programs is higher among low-income households when compared to higher-income households. Parents in low-income and minority households are more likely to report a lack of available afterschool programs in their community, and are more likely to cite barriers related to location and safe travel to and from an afterschool program. Also, more mothers with school-age children are employed than ever before in history. According to the study, some of the factors that were important in a parents' decision not to enroll their child in an afterschool program (among likely participants) included:

➢ My child does not have a safe way to get to and come home from afterschool programs: 52%
➢ Afterschool programs' locations are not convenient: 47%
➢ Afterschool programs' hours of operation do not meet my needs: 44%
➢ Afterschool programs are not available in my community: 42%

That is why SA Youth proposes to operate the following program sites that will be both on and off campus. For off-campus programing (3 SAISD feeder schools; Cotton Elementary, David Crockett Elementary, and Margil Elementary Schools), SA Youth will provide transportation assets from each campus to the Poplar Street center utilizing its existing fleet of school buses and passenger vans. All three participating SAISD schools are within a 5-6 minute bus drive from the host site. Students will meet in designated pick-up sites at each school, managed through coordination efforts with each elementary school. If students are participating in tutoring at their schools, the bus driver will return to the school at the designated time to pick up any remaining students. Safety protocols will also be developed, including maintaining current emergency contact rosters, parent information and medical information. Moreover, protocols and procedures will be developed at the program's start to ensure systems for safety, such as coordinating with local police patrols and the exchange of any pertinent information, have been appropriately discussed and disseminated.

SA Youth will safely transport students without parental transportation to their homes at the end of the day. Our bus driver will be required to be CDL-certified and expected to maintain the highest of driving standards. All safety regulations will be followed in accordance with all federal, state, and local agency policy. Additionally, the TEA vehicle safety review checklist will be performed monthly along with an SA Youth weekly maintenance checklist performed by all drivers.

Since nine (9) of the centers (SSAISD; Neil Armstrong Elementary, Roy Benavidez Elementary, Miguel Carrillo Jr. Elementary, Five Palms Elementary, Hutchins Elementary, Kindred Elementary, Frank Madla Elementary, Palo Alto Elementary, and Price Elementary Schools) will be based on campus, there is no need to bus students to the centers. Once the program concludes at the end of the day, students will simply be picked up by their respective family. In the evening, for those students whose parents cannot pick them up, SA Youth will safely transport the students to their homes. SA Youth has over a decade of experience collaborating with schools to provide safe and timely transportation of students and is looking forward to the 2018-2019 school year.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 8: Describe how the eligible entity 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). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SA Youth conducts a very thorough vetting process that ensures that all children remain safe when participating in our afterschool/OST program. We have all volunteers complete a formal administrative packet that includes a form authorizing us to conduct a formal background check and fingerprint investigation before any service is rendered. All employees undergo a similar process during the hiring stage. Background checks are conducted via an on-line vendor that comprises both local and national searches. Additionally, no volunteer is ever left alone with a child and staff take many conscientious steps in order to protect the welfare of all children.

SERVING SCHOOL AGED YOUTH (K-5TH) - **Community Learning Centers**
Homework Assistant: Volunteers will work with school age youth in small groups Monday-Friday. Our students will arrive at the Community Learning Centers, have snack, and get started on their homework before the other educational activities begin. Volunteers are asked to be there to greet the students, visit, and then help them dive into their work. Volunteers can request to work with a certain age group and work on assigned homework as well as additional workbooks and worksheets available for practicing and reinforcing their skills. Volunteers are asked to work with the same group of kids once a week for a minimum of 12 weeks, preferably for the entire school year.

Computer Lab Group Tutor: Volunteers will work with students in the computer labs in small groups. Groups rotate through the computer labs by age group. Volunteers will help students navigate math and reading websites and other educational activities on the computers. Volunteers are asked to commit to a minimum of once a week for 12 weeks.

Practicum/Internship: We offer opportunities to students seeking practicum and internship hours at the undergraduate level and can be worked to match interests and requirements. Past internships have included students majoring in Elementary Education, Child Psychology, Industrial Organizational Psychology, Exercise and Sports Science, Kinesiology, Sociology and Criminal Justice.

Mentor: Mentors will be matched with an individual student and asked to engage with the student on site once a week in activities at the selected CLC that is best for the volunteer. SA Youth staff will work to match the interests of the student and the volunteer. Mentors will be asked to make a one year commitment.

Special Events: We hold several fund-raising events throughout the year to ensure that we have the funds needed to provide ongoing services. We use volunteers to help with mail outs, event set up, registration tables, auctions/raffles and clean up. Special Events include a luncheon, casino and dancing night during Fiesta, a skeet shooting competition and a golf tournament. We also need volunteers to host family holiday events.

Clerical/Office Assistant: These volunteers assist in a variety of ways from data entry and copying, to assisting with our administrative offices in doing research and inventory. Volunteers are asked to work for a minimum 2-hour shift between the hours of 10am and 5pm at the administrative offices or between the hours of 3pm and 6pm at one of the ten Community Learning Center locations.

Service Day Group Projects: Service days are usually held on Saturdays, but can be arranged for groups on most days of the week. Activities include projects needed to enhance the Community Learning Centers and feeder schools to the Centers. Individuals and groups are welcome.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SA Youth is an IRS 501(c)(3) organization, initially founded by Brother Danna Gauthreaux, OMI, in 1984 in the basement of St. Mary's Catholic Church, located in downtown San Antonio. The center served as a solution and a symbol of hope to a large number of high school drop outs and street youth congregating around the city center, with nowhere to go during the afterschool period. Initially named the Children's Crisis and Rescue Center, it was renamed a month later to the St. Mary's Youth Drop-In Center. After years of United Way funding the Center relocated in 1989 to an old abandoned building on West Commerce Street near the downtown area. In 2010 SA Youth moved once again to its current Poplar Street location that has provided thousands of at-risk youth a safe environment that helps them improve their academic performance. Brother Gauthreaux's passionate legacy is embedded in these present-day endeavors, which is regularly reflected in the faces of the children partaking in our afterschool services. That is why SA Youth will continue to successfully operate its afterschool/OST program after funding under this Texas ACE grant ends.

SA Youth's preliminary plan for our afterschool program is focused on building capacity in all of our ten (10) centers over three years by initially utilizing TEA Century 21 funds; then gradually transitioning to a tuition-based model. As it has in the past, SA Youth will continue sustaining its afterschool programs; along with other organizational programs (such as our YouthBuild program), and will continue to do so into the distant future. A challenging endeavor for sure, but one that is dearly needed.

Additional strategies for ensuring sustainability beyond the funding period will include developing aggressive fundraising events and soliciting financial support from dedicated and committed individuals, foundations, and corporations. SA Youth has over 34 years of experience in managing grants from federal and state agencies, foundations and corporate organizations; including decades of funding through United Way. We have successfully managed grants and contracts from Housing and Urban Development, Health and Human Services, Department of Education, Texas Education Agency, and City of San Antonio. All programs have undergone single audits without issues. The following is a list of current funding partners: U.S. Department of Labor, The City of San Antonio, The Kronkosky Charitable Foundation, The John L. Santikos Charitable Foundation, The Valero Energy Foundation, The Harvey Najim Family Foundation and many other similar passionate supporters that believe in our mission. SA Youth also receives funding from the Greehey Family Foundation. The Greehey Family Foundation is committed to supporting programs that prevent and intervene in the lives of those faced with homelessness; especially children. The Greehey Family Foundation would be a key supporter in many of our future initiatives. Community support is also strong. Local government leaders, corporations, individuals, and especially educational institutions are behind our efforts and fully support our afterschool/OST programs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SA Youth will coordinate with various programs and public resources at all levels in order to bring the best available services to low-income students and families participating in our afterschool program. SA Youth has 34 years of experience in managing grants from federal and state agencies, foundations and corporate organizations; including decades of funding through the United Way. That is why SA Youth is focused and committed to increasing services at twelve schools from two different school districts. However, in order to provide these increased afterschool services to the proposed twelve schools in the school year (2018-2019); it will be necessary to secure grant funding through the Texas ACE funding Cycle 10, Year 1 process.

Through the generosity of two private foundations (The Harvey Najim Family Foundation and The John L. Santikos Charitable Foundation), SA Youth is able to provide quality afterschool services to 325 students during the current 2017-2018 school year. Without these services, students from these economically disadvantaged schools would lapse in academic performance and academic achievement. Unfortunately, these services are time driven and contain limited financial resources needed to sustain the program through the upcoming 2018-2019 school year. SA Youth will have to discontinue offering afterschool services to these 325 students during the 2018-2019 school year. That is why SA Youth plans to supplement its afterschool program during the 2018-2019 school year, as a result of collaboration with two large school districts.

Overall, SA Youth's afterschool program will strategically target a three-year funding period through the Texas ACE program; delivering first-rate services one year at time. The dreadful alternative is that 780 low-income students from economically disadvantaged schools will be left without quality afterschool services, and poverty-stricken families and working poor families will once again face a difficult challenge. SA Youth is committed to delivering quality services to families living in low-income communities, with a goal of increasing the impact of a student's individual academic performance and a school's collective academic achievement.

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Schedule #17—Responses to TEA Program Requirements		

County-district number or vendor ID: 1742333088 | Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Poplar Street Youth Center **1215 W. Poplar Street** **San Antonio, TX 78207**	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☑ K-2 ☐ 9 ☑ 3-4 ☐ 10-11 ☑ 5-6 ☐ 12

9-digit campus ID number:	(see below)
Cost per student	$452

"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	40

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	Cotton Elementary	David Crockett Elementary	Margil Elementary
9-digit campus ID number	015907117	015907118	015907149
Estimated transportation time	10 Minutes	10 Minutes	10 Minutes

Center 2

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Neil Armstrong Elementary School **7111 Apple Valley Drive** **San Antonio, TX 78242**	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☑ K-2 ☐ 9 ☑ 3-4 ☐ 10-11 ☑ 5-6 ☐ 12

9-digit campus ID number:	015908110
Cost per student	$343

"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	24

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	NA	NA	NA
9-digit campus ID number	NA	NA	NA
Estimated transportation time	NA	NA	NA

Center 3

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Roy Benavidez Elementary Schools **8340 Interstate 35 Access Road** **San Antonio, TX 78224**	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☑ K-2 ☐ 9 ☑ 3-4 ☐ 10-11 ☑ 5-6 ☐ 12

9-digit campus ID number:	015908113
Cost per student	$413

"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	40

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	NA	NA	NA
9-digit campus ID number	NA	NA	NA
Estimated transportation time	NA	NA	NA

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088 | Amendment # (for amendments only):

Center 4

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Miguel Carrillo, Jr. Elementary School 500 Price Avenue San Antonio, TX 78211	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☑ K-2 ☑ 3-4 ☑ 5-6 / ☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

| 9-digit campus ID number: | 015908112 |
| Cost per student | $343 |

| "Regular" student target (to be served 45 days or more annually): | 60 | Parent/legal guardian target (in proportion with student target): | 24 |

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	NA	NA	NA
9-digit campus ID number	NA	NA	NA
Estimated transportation time	NA	NA	NA

Center 5

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Five Palms Elementary Schools 7138 Five Palms Drive San Antonio, TX 78242	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☑ K-2 ☑ 3-4 ☑ 5-6 / ☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

| 9-digit campus ID number: | 015908109 |
| Cost per student | $581 |

| "Regular" student target (to be served 45 days or more annually): | 60 | Parent/legal guardian target (in proportion with student target): | 24 |

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	NA	NA	NA
9-digit campus ID number	NA	NA	NA
Estimated transportation time	NA	NA	NA

Center 6

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Hutchins Elementary School 1919 W. Hutchins Place San Antonio, TX 78224	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☑ K-2 ☑ 3-4 ☑ 5-6 / ☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12

| 9-digit campus ID number: | 015908104 |
| Cost per student | $413 |

| "Regular" student target (to be served 45 days or more annually): | 100 | Parent/legal guardian target (in proportion with student target): | 40 |

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	NA	NA	NA
9-digit campus ID number	NA	NA	NA
Estimated transportation time	NA	NA	NA

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1742333088 | Amendment # (for amendments only):

Center 7

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Kindred Elementary School 7811 Kindred Street San Antonio, TX 78224	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☑ K-2 ☐ 9 ☑ 3-4 ☐ 10-11 ☑ 5-6 ☐ 12

9-digit campus ID number:	015908105
Cost per student	$297

"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):	24

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	NA	NA	NA
9-digit campus ID number	NA	NA	NA
Estimated transportation time	NA	NA	NA

Center 8

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Frank Madla Elementary School 6100 Royalgate Drive San Antonio, TX 78242	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☑ K-2 ☐ 9 ☑ 3-4 ☐ 10-11 ☑ 5-6 ☐ 12

9-digit campus ID number:	015908108
Cost per student	$297

"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):	32

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	NA	NA	NA
9-digit campus ID number	NA	NA	NA
Estimated transportation time	NA	NA	NA

Center 9

Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
Palo Alto Elementary School 1725 Palo Alto Road San Antonio, TX 78211	☑ 40% or higher economically disadvantaged ☐ 2017-2018 Focus School ☐ 2017-2018 Priority School ☑ >50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ 7-8 ☑ K-2 ☐ 9 ☑ 3-4 ☐ 10-11 ☑ 5-6 ☐ 12

9-digit campus ID number:	015908106
Cost per student	$476

"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):	32

	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	NA	NA	NA
9-digit campus ID number	NA	NA	NA
Estimated transportation time	NA	NA	NA

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Schedule #17—Responses to TEA Program Requirements (cont.)			
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<table>
<tr><td rowspan="13">Center 10</td><td colspan="2">Name and physical address of center site:</td><td colspan="2">The campus is (check all that apply):</td><td colspan="2">Grade levels to be served (check all that apply):</td></tr>
<tr><td colspan="2" rowspan="3">Price Elementary School
245 Price Avenue
San Antonio, TX 78211</td><td colspan="2" rowspan="3">☑ 40% or higher economically disadvantaged
☐ 2017-2018 Focus School
☐ 2017-2018 Priority School
☑ >50.3% Students 'At Risk' per 2016-2017 TAPR</td><td>☐ Pre-K
☑ K-2
☑ 3-4
☑ 5-6</td><td>☐ 7-8
☐ 9
☐ 10-11
☐ 12</td></tr>
<tr></tr>
<tr></tr>
<tr><td>9-digit campus ID number:</td><td>015908107</td><td colspan="4"></td></tr>
<tr><td>Cost per student</td><td>$343</td><td colspan="4"></td></tr>
<tr><td colspan="2">"Regular" student target (to be served 45 days or more annually):</td><td>60</td><td>Parent/legal guardian target (in proportion with student target):</td><td colspan="2">24</td></tr>
<tr><td colspan="2"></td><td>Feeder school #1</td><td>Feeder school #2</td><td colspan="2">Feeder school #3</td></tr>
<tr><td colspan="2">Campus name:</td><td>NA</td><td>NA</td><td colspan="2">NA</td></tr>
<tr><td colspan="2">9-digit campus ID number</td><td>NA</td><td>NA</td><td colspan="2">NA</td></tr>
<tr><td colspan="2">Estimated transportation time</td><td>NA</td><td>NA</td><td colspan="2">NA</td></tr>
</table>

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2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1742333088	Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SA Youth will collaborate with two school districts that have committed to integrating 12 school campuses into our afterschool program. Our staffing plan includes hiring a full-time Project Director, a Family Engagement Specialist, a Curriculum Specialist, a Data Entry Clerk, and 10 Site Coordinators. Additionally, we will hire 44 part-time Youth Leaders/Out-of-School-Time site facilitators (includes staff for summer program), one bus driver, and one custodian. SA Youth will operate the centers for 18 weeks during the fall, and 19 weeks during the spring, with 8 weeks during the summer, for a minimum of 45 weeks and up to 47 if needed. The only breaks taking place will be on one of the formal holidays and two weeks of activity planning during the end of the spring and the beginning of the fall. Our school year schedule for the fall and spring terms will take place afterschool, Monday thru Friday starting when the bell rings to release students for the day. All of SA Youth afterschool services will run from 3:00 p.m. to 6:15 p.m. in order to allow 30 minutes for transportation of students to our Poplar Street center (SAISD feeder schools), 3 daily 45 minute curriculum activities, and 30 minutes to allow students to eat hot nutritional meals and snacks provided by the San Antonio Food Bank. A total of 3 hours and 15 minutes of SA Youth afterschool proceedings, not including ramp up or closing of the facility by staff. The three SAISD feeder schools include grades K-5 from Cotton Elementary School, David Crockett Elementary School, and Margil Elementary School.

The South San Antonio ISD centers (Neil Armstrong Elementary, Roy Benavidez Elementary, Miguel Carrillo Jr. Elementary, Five Palms Elementary, Hutchins Elementary, Kindred Elementary, Frank Madla Elementary, Palo Alto Elementary, and Price Elementary Schools) will operate on the same hours (3:00 p.m. to 6:15 p.m.) and be based on campus, negating the need to transport students to the centers. However, meals will be provided by South San ISD through the Community Eligibility Program (CEP) under the National School Lunch Program. Under the National School Lunch program all South San ISD schools serve meals to all children at no charge.

We strongly believe that children need extended services and will offer this program with the understanding that some campuses may not be in position of allowing us to operate fully on a year-round basis. Therefore, we will also provide summer services to the families and children who need them by offering five centers to accommodate our 8 week summer program (June 4, 2019 thru July 31, 2019). Our Poplar Street center and four other South San Antonio ISD approved centers (Roy Benavidez Elementary, Five Palms Elementary, Hutchins Elementary, and Palo Alto Elementary).

Our goal is not only to lessen the impact of the summer months' academic slide, but to also address the needs of the working families by providing their children increased learning opportunities. The summer schedule will take place from Monday thru Friday, 8:00 a.m. to 5:00 p.m., with one hour reserved for meals. Two meals will be offered daily; breakfast and lunch through SA Youth's Summer Feeding program (not 21st Century funded). Summer schedules will be built around theme-based activities and will incorporate student choice. This choice will also serve to empower youth to give input into what programs will take place during the summer and ultimately enrich their interests, talents, and skills. The themes include art, music, dance, theatre, science, technology, math, engineering, robotics, sports, poetry, writing, and many other skills. At least four hours of each summer day will be dedicated to these programs.

Finally, SA Youth's program budget was carefully developed with close attention to each center's cultural and academic need, along with special evaluation of geographical capabilities, accommodation capacity and the cost-benefit of each individual facility. SA Youth estimated that the benefits provided by each of the centers, when weighed against the benefits provided to the local community, achieved a reasonable cost analysis. SA Youth has fiscal controls in place to cost allocate funds by class and program, which are reviewed externally and internally. We are an automated agency with systems that enable us to record, track, and disseminate program and fiscal information efficiently and effectively. An independent auditor, selected by the Board of Directors each year, prepares financial statements, an audit report and IRS Form 990 for the Board, funders, and stakeholders. Management staff also produce monthly financial statements and evaluation reports for Board review.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SA Youth will utilize various data collecting measures to evaluate the success of its afterschool program effectively and will comply with state and local evaluation requirements. Accordingly, the SA Youth Project Director will receive weekly reports from each center that reflects the level of program effectiveness as measured through pre- and post-surveys, verbal feedback (from students, teachers, and parents), attendance rates, and community participation. Schools and School Districts will be responsible for providing student related data on a quarterly basis, in order to measure STAAR scores, grades, promotions, attendance, and discipline action. The Project Director will observe the overall performance of all afterschool program activities and take immediate action to implement adjustments that are deemed to be necessessary. An external evaluator will also be contracted, who will ensure implementation and impact of program objectives and measures are being utilized appropriately at the center level. All activities will be entered into the TX 21st data system.

Ongoing student assessments and data collection by staff will also provide for qualitative feedback and program satisfaction. Program monitoring will focus on student engagement and quality delivery of services. Staff reviews will focus on student engagement and learning, along with family engagement activities. The Project Director, with support from the Site Coordinators and the Family Engagement Specialist, will make monthly outreach and communication contacts with parents, the neighboring community, and key stakeholders such as private foundations, businesses, libraries, and literacy centers in order to receive external feedback and measure the program's impact on community. Center staff will use student data to help identify specific academic status or even identify family related needs. Logic models will also be reviewed and revised on a regular basis to incorporate new data.

SA Youth will also utilize a local organization, the Excel Beyond the Bell San Antonio (EBBSA) network, which is driven by a Collective Impact model based on a common agenda, shared measurements, continuous communication, and mutually reinforcing activities. EBBSA is a local non-profit initiative consisting of 41 youth development organizations focused on ensuring every young person has access to the programs they need to learn, grow, and thrive. According to the "EBBSA Dashboard," results from 2016-2017 included 24,260 students across 4 school districts, with results aligning with those seen from the initial Ed Success data in 2015-2016. Results suggest:

- SA Youth students have a 26% Math acceleration, compared to the Districts' 13%.
- Only 36% of SA Youth students are considered to have limited understanding, as compared to the Districts' average of 45%.
- Truancy and Behavior referrals were lower for youth in EBBSA.
- College readiness in both Reading and Math (based on 3rd-8th grade STAAR, English I and II, and Algebra I) were higher for EBBSA youth.

As a whole, SA Youth will use results of the collected data to improve its afterschool program and deliver quality services to the students that attend these Title 1 schools. At SA Youth we believe that the best way to solve academic challenges, is to understand them first. For example, "children experience poverty at a rate that is 62.5 percent higher than adults. They make up 23 percent of the U.S. population, but account for 33 percent of the population living in poverty" (First Focus, A Snapshot of Children Living in Poverty: 2016). By understanding unique family structures and identifying unique student weaknesses our program staff, parents, teachers and feeder schools will be empowered to implement positive changes when needed.

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 1742333088	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):	

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):		

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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County-District Number or Vendor ID: 1742333088	Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 1742333088		Amendment number (for amendments only):	

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 1742333088	Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u>

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	☒ Yes	☐ No

- **If your answer to this question is yes you must answer question #2 below.**
- **If your answer to this questions is no, you do not address question #2 or the assurances below.**

2.	Are any private nonprofit schools participating in the grant?	☐ Yes	☒ No

- **If your answer to this question is yes, you must read and check the box next to each of the assurances below.**
- **If your answer to this question is no, you do not address the assurances below.**

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 on **Schedule #6–Program Budget Summary** 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.

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