



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

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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

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

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Digitally signed by Mark DiBella Date: 2021.01.20 11:24:15 -06'00' Date

Grant Writer Name  Signature  Digitally signed by Charla Stuart Date: 2021.01.20 10:07:48 -06'00' Date

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

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**3. Shared Services Arrangements**

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

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

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

**4. Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
Improved Academic Performance: Our STAAR Reading scores in grades 6 and 7 are significantly lower than the state average. Only 26% of our 10th graders achieved a college-ready PSAT score and only 38% of our seniors achieved a college-ready SAT score.	All centers will target identified at-risk students with academic enhancement activities that include: study hall, homework centers, STAAR tutorials, support and advising for college applications, SAT preparation, the use of clubs (e.g., STEAM, robotics) to promote specific academic skills, and; when appropriate bilingual instructors and EL instructional activities.
Improved Behavior including reducing disciplinary referrals and dropout rates: During the shortened in-person 2019-2020 school year, 21% of our students attended detention at least once.	Preventive and remedial activities will be offered including facilitated team activities focused on social-emotional skills, anti-bullying, as well as on ones intended to foster feelings of self-worth and belonging (e.g., mentoring, sports, constructive learning for those violating school behavior codes, affinity clubs).
Increased Student & Family Engagement: In a 2/20 survey, students who attended non-ACE campuses had a lower "sense of belonging" than students attending ACE campuses (73% vs. 79%). 100% of YES Prep principals desire increased family engagement.	All centers will increase the level of student engagement and incentivize positive behavior by offering activities (e.g., sports, affinity clubs) that will enable students to deepen relationships with their peers and teachers. Centers will also provide programming (e.g., ESL classes, ACE parent information sessions) that empowers families to support their students' success and be more engaged on campus.

**5. SMART Goal**

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

By July 15, 2022, at-risk YES Prep students with 45 or more days of active participation in their respective campus' ACE program will exhibit (see other measures below in this application):

- A 10% improvement over baseline (first grading period) in reading, math, science, and social studies grades;
- A STAAR pass rate in reading and in math above the state average by grade level;
- 35% of sophomores/juniors and 45% of seniors, respectively, will receive PSAT and SAT college-ready scores;
- School dropout rates lower than the total state average (this will be especially true of males and EL students);
- A 10% decline over baseline (first grading period) in the number of reported disciplinary referrals;
- An 85% affirmative response among students to survey questions about campus belonging and engagement

**6. Measurable Progress**

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

**First-Quarter Benchmark**

As part of continuous quality improvement throughout the grant period, we will engage in a formative, process evaluation and project monitoring. This will involve benchmarking over the grant period and the use of "dashboards" to engage all stakeholders and an independent evaluator in drawing inferences about progress. The following are the key benchmarking activities for the first quarter of the grant period: (1) Hire an external evaluator and establish an evaluation team, (2) Identify the Theory of Change for the program, (3) Develop an evaluation plan, (4) Create a logic model for the program (Grantee Level) and for each individual center, (5) Determine the fidelity of initial implementation of each logic model, and (6) Collect and review baseline data for SMART goals.

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**6. Measurable Progress (Cont.)****Second-Quarter Benchmark**

The following are second quarter benchmarking methods/activities: (1) At all centers collect data by means of the New York State After School Network (NYSAN) process/implementation evaluation instrument (modified for Houston). The NYSAN includes performance measures and the criteria to be used in the implementation benchmarking. (2) Collect data on other implementation performance indicators (e.g., ADA by ACE activity, ACE hours, and weeks operational hours), (3) Analyze data by benchmarking: comparing progress to date against goals, baseline data, and the NYSAN results, (4) Create initial dashboards and discuss with stakeholders and evaluator, (5) Review evaluation plan for needed changes, (6) Examine evaluation data for the purposes of developing action plans for subsequent academic terms, and (7) Revise logic models for subsequent academic terms.

**Third-Quarter Benchmark**

The following are third quarter benchmarking methods/activities: (1) Collect and analyze final data and benchmark against centers' and grantee level SMART goals, baseline, and the NYSAN, (2) Create final dashboards, (3) Engage all stakeholders and the evaluator in discussion of key findings, areas of particular strength, and needs for improvement (final action plan), (4) Emphasize program sustainability in discussions, (5) A final evaluation report will be prepared by the external evaluator in collaboration with the ACE project director and project stakeholders. Appropriate statistical models will be employed in the final analysis to avoid spurious evaluation findings. The final evaluation report will be posted on the YES Prep website and shared with all stakeholders, especially the district's board of directors, campus leaders, and ACE site coordinators.

**7. Project Evaluation and Modification**

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

Whenever the benchmarking process (see Section 6 above) or evaluation data collected on the project's summative SMART goals (Section 5) fail to show the desired progress toward achievement, a corrective action plan will be devised collaboratively and implemented. This plan will emphasize the development of specific action steps premised particularly on a process, formative evaluation. Collaboration in devising the action plan will include the independent evaluator, the ACE project director, site coordinators, campus leadership, and other internal stakeholders. Continuous feedback from collaborators will be expected throughout the action planning process.

Answers to six key questions will initially be addressed in devising the plan: Is the program being implemented as it was designed? Are program participants receiving the right exposure to the program? Is the program being delivered in a high quality way? How are participants responding to the program? Is the program as implemented aligned with day school instruction? And how well does the program employ "best practices" suggested by the NYSAN process instrument (as modified for Houston).

Particular components of the action plan itself will include: recommended improvement strategies; specific, attainable action steps; identification of the person or persons responsible for important tasks; measures, especially process ones, to monitor future progress; a time line with dates for task completion, and; the identification of possible barriers to improvement as well as how such barriers could be overcome.

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**8. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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**9. Statutory/Program Requirements**

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

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

1a. Our needs assessment process included soliciting input from district leaders, principals, teachers, parents, community members, students, and experts from our Community & Family Engagement, Analytics, Compliance, and Operations teams. Each principal completed a comprehensive Campus and Community Needs Assessment that included a review of: Campus Improvement Plans, academic and enrichment gaps that an ACE program would address, STAAR and MAP results, student grades, attendance rates, discipline referrals, PSAT and SAT scores, the number of students remaining on campus after hours, family engagement, parent and student surveys, neighborhood juvenile crime rates, and community resources. District-level teams provided data on the COVID-19 academic slide of our students this school year, and additional data from the UTHealth Science Center and Harris County Public Health Department that examined poverty, food availability rates, and COVID-19 impacts in each campus's zip code.

1b. Our comprehensive needs assessment process included a review of research-based, internal and external, qualitative and quantitative data. Every proposed center is a Title 1A school-wide campus which serves at least 73% economically disadvantaged students in a community with restricted after school enrichment options. In 2018-2019, TEA designated Northline, whose population is 88% economically disadvantaged, a comprehensive support and improvement reidentified school. In 2018-2019, Northwest, whose population is 88% economically disadvantaged, received a TEA rating of D on low performance with student sub-populations. YES Prep's first quarter grades and common assessments revealed a significant COVID-slide: 38% of students are failing one or more classes, an increase from last year's 22%. STAAR courses are performing lower this year with only 54% passing on the first common assessment, down from 68% last year. Overall, only 26% of our 10th graders achieved a college-ready PSAT score, only 38% of our seniors achieved a college-ready SAT score, and 58% of our students are at-risk. At our newly opened elementary schools, 20% of our students came to us performing below grade level in reading, 41% of our students are behind grade level in fluency, and 26% of our students are below grade level in math. On YES Prep's October 2020 Reignited Pulse Check Survey, 68% of parents expressed that they were concerned about their students' social emotional well-being. One hundred percent of principals surveyed stated that improving attendance, academic performance, behavior, and parent engagement were top priorities. Based on academic assessments, student discipline and attendance data, and student surveys, all seven campuses determined that students "most in need" are students who are: (1) performing below grade level, (2) receiving repeat detentions/disciplinary actions, (3) having excessive absences, and (4) struggling to have a sense of belonging as evidenced by survey results. For budgetary purposes, each campus will target AT LEAST 85 students that meet the need-based criteria, and each campus plans to serve 100% percent of eligible students.

1c. In order to recruit the students most in need, campuses will: (1) utilize teachers, Student Support Counselors, Deans of Instruction, and administrators to reach out directly to these students and their families to explain how the ACE program will support their students through a "Calling Campaign" and "Coffee with the Principal" informational meetings, and (2) present the ACE program as a resource during Academic Probation Parent Nights and Family Engagement meetings. Campuses will also hold parent information sessions in the fall and spring, and an "Activities Fair" during the first few weeks of school to register students. ACE site coordinators will meet weekly with ACE instructors to obtain attendance and other data on participants to assess student progress and modify instruction as needed to ensure students meet program goals. ACE program plans address the needs of working families by providing before and after school enrichment and afternoon snacks/meals for students, and by providing evening family educational programming for parents who work during the day.

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

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

YES Prep used internal and external research data and evidenced-based best practices to design a transformative ACE program that will positively impact academic performance measures, attendance, school day behavior, and student engagement in learning. (1) Academic Performance: Campuses will provide daily academic activities for our most at-risk students such as STAAR and SAT tutorials, math and reading interventions, and homework help. Every activity will feature best practices including differentiated instruction, hands-on curriculum, and small group sessions for targeted intervention. ACE staff will collaborate with school day teachers to align ACE lesson plans with school day content and ensure that they are TEKS-aligned and high-quality. Also, ACE staff will review student work for completion and accuracy, conduct pre- and post-assessments, and monitor grades to measure student performance, and adjust as needed to positively impact academic performance. (2) School Day Attendance: Some of the most common reasons for school day absences are incomplete homework and bullying. To improve school day attendance, campuses will provide daily homework help and partner with Crime Stoppers to provide anti-bullying and cyber-safety classes. Since research shows that peer and mentor relationships decrease absenteeism, campuses will provide affinity and leadership clubs to build transformative relationships among students and staff to also positively impact attendance. (3) Improved School Day Behavior: Research shows that restorative justice is more effective than punitive discipline. We will align our ACE behavior model with the district's restorative justice model, target students who have a record of disciplinary offenses, and empower them with strategies that reset behavior during activities such as small circles, Socio-Emotional Learning (SEL) Advisory sessions, and team building activities. ACE Site Coordinators and school day teachers will review disciplinary reports jointly to ensure at-risk students are targeted and discipline referrals decline. (4) Student Engagement in Learning: We will conduct student surveys to determine which enrichment activities students desire and design enrichment programming accordingly. Enrichment activities that our students currently do not have the resources to participate in such as performing and visual arts, sports, STEM/Computer Literacy, and chess will be offered that increase students' intrinsic motivation to attend the regular school day and increase their engagement in learning and "sense of belonging" on campus. At the grant level, the cumulative positive impact of all the above program design strategies supports YES Prep's core value of eliminating educational inequity in our community.

(1) Academic Performance: As a result of the COVID-slide, our first quarter grades and common assessments reveal that 38% of students are failing one or more classes, an increase from last year's 22%. STAAR courses are performing lower this year with only 54% passing on the first common assessment, down from 68% last year. SMART Goal: For ACE students with at least 45+ days of participation in the 2021-22 school year, (A) There will be a 10% improvement over baseline (i.e., first grading period) in reading, math, science, and social studies grades, and (B) The STAAR pass rate in reading and math will be above the state average by grade level. (2) School Day Attendance: Per NAEP data, 40% of students of color and struggling with poverty are more likely to have poor attendance. Ninety-one percent of our students are economically disadvantaged and 96% are minority. SMART Goal: Students of color who participate in the free/reduced fee meals program who actively participate for 45+ days in the ACE program during the 2021-22 school year will have an ADA of 95% or higher. (3) Improved School Day Behavior: 21% of YES Prep students were in detention at least once between August 2019 and February 2020. SMART Goal: In 2021-22 there will be a 10% decline over baseline (i.e., first grading period) in the number of reported disciplinary referrals (criminal and non-criminal) among ACE students with 45+ days of active program participation. (4) Student Engagement in Learning: In a 2019-2020 student survey, approximately 20% of students did not agree that they were engaged in the learning process on their campus. SMART Goal: In the spring 2021-22 student survey, only 15% or less of students active in YES Prep ACE for 45+ days will report not being engaged in the learning process on their campus.

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

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

YES Prep used research data and evidence-based practices to create ACE program activities that address our students' documented needs and promote academic and overall success. Activities are separated into four components: (1) academic assistance, (2) college and workforce readiness, (3) academic enrichment, and (4) family/parent support. To support our students' academic needs, secondary school centers will provide the following: STAAR, PSAT and SAT tutorials, additional college resources and college/career exploratory opportunities, and targeted math and reading intervention activities; our elementary schools will also provide targeted math and reading intervention activities. All centers will provide these activities to ensure students meet grade level expectations, with a focus on at-risk, SpED, and EL students. All ACE instructors will implement the same school day classroom management strategies and review ACE lesson plans to ensure they are high-quality and aligned with school day curriculum and state standards. To prepare students for college and the workforce, ACE instructors will incorporate 21st century skills including critical thinking, problem-solving, group work, and project-based learning. Secondary campuses will also provide additional college application completion support. To support the whole child, we will provide enrichment activities that allow students to express themselves in creative ways, gain leadership skills, and build their college application resumes with activities such as dance, chess, choir, team sports, STEM programming, computer literacy, art, debate, Girl Scouts, and experiential learning opportunities through field trips and volunteer opportunities. Also in response to student voice, centers will create affinity clubs (e.g. Gay-Straight Alliance) to enhance student belonging and connectedness at the center-level. To support students who are food insecure, we will provide snacks and/or meals as part of our after school programming and partner with the Houston Food Bank to provide a mobile food pantry and provide students with a service-learning opportunity. To decrease discipline referrals, we will provide Crime Stopper's evidenced-based bullying and cyber-safety activities, and socio-emotional learning through small group advisory sessions with trained personnel for students who need targeted behavior intervention. All activities will complement the school day curriculum and be aligned with state standards and developed using the Texas ACE Activity/Unit and Lesson Plan worksheets. ACE Site Coordinators will monitor student attendance, grades, pre- and post-assessments, behavior reports, and teacher and student feedback to ensure that all activities are positively impacting academic achievement and overall success, and collaborate with school day teachers/staff to modify activities if expected achievement and other benchmarks are not achieved. Based on parent voice expressed during focus groups and on surveys, we will also provide family engagement activities to empower parents to meaningfully support their children's success. Family Engagement activities will include: ESL classes, Family STAAR/EOC Nights, College/FAFSA Application sessions, Health and Safety Programming offered through Crime Stoppers and our Student Support teams to provide information on internet safety and substance abuse prevention, and Parenting Classes. ACE Site Coordinators will meet weekly with school day teachers, College Counselors, and Deans of Instruction to ensure students most in need of academic assistance are targeted, and that program activities are integrated appropriately with the school day curricula. Site Coordinators will also meet with Student Support Counselors and Deans of Students to ensure students in need of behavioral or truancy services are targeted. Consistent participation is critical so Site Coordinators will input attendance daily and review reports weekly. They will consistently ask for student feedback, and activities with inconsistent attendance and negative student feedback will be modified to ensure that activities are engaging for the students. The ACE Project Director, Family Engagement Specialist (FES), and seven Site Coordinators will manage the grant and ensure its success. Site Coordinators will meet with the Project Director and FES monthly to review program data and grant compliance measures, participate in trainings, and share best practices for continual quality improvement. ACE staff will also participate in Texas ACE trainings. Site Coordinators will have an on-campus supervisor, the campus Operations Director, who will support daily ACE operations. The ACE Project Director and campus Operations Director will meet monthly to review data, objectives, and program alignment. The ACE Project Director and external evaluator will conduct campus site visits once per term, including summer, and more frequently if needed. The FES will visit each campus three times per term to provide support.

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

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

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

This applicant is part of a planned partnership

The applicant is unable to partner

We have planned partnerships with four community organizations and one local university: (1) Houston Food Bank, (2) Crime Stoppers of Houston, (3) Girls Empowerment Network Houston, (4) Rice University, and (5) Momentum Education. YES Prep has the expertise to provide academic services; however, we understand our students' physical, behavioral and mental well-being equally impact their success. Therefore, we will partner with the aforementioned entities to serve the whole student. All five partners will expand access to high-quality services available in the community, and have committed to working with us to sustain our program over time. (1) Houston Food Bank will provide nutrition, wellness, and cooking education training for students and parents, opportunities for families to participate in its Backpack Buddy and free mobile food distribution programs, and information and applications for its Community Kitchen culinary training program, which includes culinary certifications. Since many of our families live in food and medical deserts and have limited access to nutritional, preventative, and medical care, Houston Food Bank will help achieve our objective of increasing school day attendance by ensuring students: have access to healthy meal options and that students and their families are trained to choose and prepare nutritious snacks and meals so they will remain healthy enough to attend school. (2) Crime Stoppers will provide trainings for students and parents such as cyber-safety, dating safety, bullying prevention, and community safety. Since many of our students live in neighborhoods with high crime rates that don't have access to positive police relationships with the community and struggle with recurrent behavioral issues, these trainings will help us meet our objectives of reducing school behavior incidences (that may result in absences), increasing school day attendance, and increasing family engagement by providing strategies for students to reduce unproductive behavior and for parents to learn how to identify and intervene in unhealthy situations and continue that intervention at home. (3) Girls Empowerment Network will provide workshops that instill in our female students the skills to thrive through a researched-based curriculum designed to increase each girl's self-efficacy (her belief in her ability to succeed). Increasing trends among secondary school girls are a decline in self-esteem, anorexia/bulimia, self-mutilation, depression, low academic achievement, teen pregnancy, and drug abuse. Since our female students do not have access to gender-specific curriculum during the school day, this partner will provide workshops designed to positively impact our academic performance, attendance, behavior, and student engagement program objectives by empowering female students to feel confident in their abilities to excel academically and in enrichment activities. (4) Rice University will coordinate a conference consisting of panelists that will share insights from Rice's Administration, Student Life, and Student Services Departments. Information shared during this conference will positively impact our college and workforce readiness program objectives by providing direct access to college administrators that our students would not traditionally have. (5) Momentum Education will provide students with access to a summer opportunity database and assist students with applying for summer opportunities. By expanding student access to summer learning opportunities of which they may not be aware, Momentum Education will help students build their college application resumes and leadership skills, therefore positively impacting our college and workforce readiness program activities and objectives.

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

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

YES Prep used research data and evidence-based practices to design a program that will complement and enhance (1) academic performance, (2) achievement, (3) postsecondary and workforce preparation, and (4) positive youth development of our students. (1) Academic performance and (2) achievement: The critical indicators for middle school achievement are attendance, behavior, and grades; and for high school, they are GPA, promotion, and rigor (Hanover Research, 2014). Our ACE activities will include STAAR and SAT prep, core-subject tutoring, computer literacy, homework help, and math and literacy intervention, which address the needs of our most at-risk students. Our ACE staff will be trained to write high-quality, TEKS-aligned lesson plans and will collaborate with school day teachers to align school day and ACE content. STAAR and SAT questions often include cross-curricular content, so we will incorporate that content into our lessons. ACE activities will focus on experiential and inquiry-based learning, so school day content transforms from book-theory to tangible, and students can try, fail safely, analyze, question, adapt, and try again (UC Davis, 2017). (3) Postsecondary and workforce preparation: (4) Postsecondary and workforce preparation: By 2020, 65% of jobs will require postsecondary education (Children At Risk, TEA: Problems and Issues Affecting Vulnerable Children, 2018). In response to student voice, we will create more opportunities for students to bolster college and career resumes. Activities to prepare our students for college and the workforce will include STEM classes, resume and college application writing, scholarship research, career mentoring, technology literacy, and promoting a college-going identity for students struggling to see themselves as college material and college-ready (Duckworth, Grit, 2016). (4) Positive youth development: Students' holistic needs must be met to reach full academic potential (Rowan Digital Works, 2012). We will provide activities and services that support physical and mental well-being and promote connectedness, creativity, and self-expression, such as service/ leadership clubs, affinity clubs, sports, art, performing arts, mentorships, character-building, social-emotional awareness, anti-bullying, counseling, and nutritional and fitness activities.

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

All ACE programming will occur before and after the regular school day and students will be permitted to attend only the program offered on their regular school day campus. Based on the campus and community needs assessments, the transportation needs at our seven campuses vary. Hobby, Northline, Northwest, and Southeast Secondary will provide ACE programming before the regular school day begins for students who need a safe, supervised environment before school starts because their parents need to drop them off early due to work requirements. During the school year, for all morning ACE programming, campus principals determined that students will not need bus transportation to their respective campuses. All campuses will provide after school programming during the school year. Hobby, North Central, Northline, and Northwest will provide safe bus transportation home and have included transportation funds in their ACE budgets; Southeast does not anticipate needing after school bus transportation based on its past participation in the ACE program; North Central and Southeast elementary campus principals have determined that parents are able to pick-up their students at the end of after school programming during the school year. All campuses with the exception of Northline and Northwest will provide transportation during summer programming and have included summer transportation funds in their center ACE budgets.

Every campus providing transportation will coordinate with parents and the district Transportation Manager to ensure every bus route's stops are located in safe areas and accommodate student needs. Campuses will escort students to the buses at dismissal. Parents must designate in writing who is authorized to pick-up their child, and all students will be required to sign-in to all ACE activities. If a parent requests a change in the regular student pick-up procedure, district safety protocols will be followed to ensure adequate communication between the ACE site coordinator, student, and parent prior to allowing the student's pick-up method to be altered. All of these procedures are established to ensure that students are safe while traveling between their homes and ACE campuses.

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

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

If YES Prep is awarded a 21st CCLC grant, we will publicly announce our participation on our website, and every participating campus will post a notice on its campus-specific website and include the notice in their weekly Parent Notes. All information will be made available in English and Spanish, as well as any other language that is predominant in a campus community. District and campus leaders will ensure that communication about the ACE program is included in parent enrollment packets, which every new and returning student receives at the beginning of the fall semester. We will post an announcement on all our public social media websites, including Facebook, Instagram, and Twitter, and advertise each campus's participation to the community by posting a notice on each campus's marquee. The ACE program will be publicized at community student recruitment/enrollment events during which we will encourage families to choose our campuses because of our diverse and robust after school enrichment opportunities. ACE information will also be provided during Back-to-School Nights, which are hosted at the beginning of the fall semester at every campus. At recruitment events and Back-to-School Nights, ACE Site Coordinators will host an ACE Information Table to answer students' and parents' questions and recruit high-need students who have not yet registered for ACE. Also, ACE Site Coordinators will provide information about ACE in report card packets every six weeks to recruit students struggling academically. We will create an ACE Family Resource Center that is prominently displayed by the front desk on every campus, which will advertise the ACE program dates, activity schedule for students and parents, bus routes, ACE registration forms, and other pertinent information about the program. This will ensure parents can access ACE information and other resources during the time that is most convenient for them. Additionally, we will use our all-call system, School Messenger, to call and/or text parent phone numbers at participating campuses to send ACE program information and reminders throughout the school year and during summer programming.

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

Every center will provide: (1) free access to school facilities (e.g., classrooms, gyms) for ACE activities, (2) free snacks/supper for ACE participants during the school year with YES Prep's National School Lunch Program grant, (3) printing, paper, and daily after school cleaning costs, and (4) desks and office supplies for ACE staff. Centers will also request donated services from community partners whenever possible. The district will cover all indirect ACE costs, including accounting services. We are applying for Program Priority 1-Program Integration: To improve reading and math academic performance, our elementary schools will use a combination of targeted small group instruction and from TEA's Initiative "Texas Home Learning": (1) the Amplify Texas Elementary Literacy Program, and (2) the ST Math software and the Eureka Math TEKS edition resources for at home and school support. To increase students' access to postsecondary education and career pathways, at least one secondary campus will partner with Momentum Education, a local non-profit, to integrate Momentum's College and Workforce Readiness initiatives into its ACE activities. To ensure that the ACE program impacts short- and long-term goals for student academic achievement, a controlled time-series evaluation design will be utilized in which ACE students will be compared over the grant period to a sample of non-ACE students selected randomly from the same campuses and grade levels. Panel data, longitudinal data on the same individuals over time, on student academic achievement will be analyzed in the comparison. Performance measure data will include student grade reports for each grading period and changes in grade reports over time. Multivariate statistical modeling procedures and tests (e.g., Durbin-Watson) will be used to assess program impact. In the modeling, the effect of program "dose" among ACE students also will be investigated after statistical controls are introduced for antecedent variables (e.g., gender, grade level) in order to eliminate any spurious results attributable to variations in "student mix." Other performance measures (e.g., STAAR test results) will be also be compared for ACE and non-ACE students using appropriate statistical models.

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

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

The grant resources that will assist our ACE program in local sustainability efforts are materials and supplies, staffing, continuous quality improvement models, and TEA's professional development trainings -- each of which will help us continue ACE programming after the grant ends. Grant materials and supplies will be safely stored and reused over the long-term when possible. We will use the ACE staffing model as the foundation upon which we build a sustainable ACE program. All ACE staff will participate in TEA and other OST (Out-of-School Time) experts' professional development trainings so staff become the district's internal experts on high-quality, sustainable ACE programming. Texas ACE's continuous quality improvement models, including the ACE Blueprint, logic models, and local evaluation reports will be implemented for quality assurance during and after the grant period to ensure our sustainable program also remains high-quality. In addition to the resources the grant can provide, building community partnerships is the most important aspect of sustainability planning. We will utilize an ACE Advisory Council, which will consist of parents, staff, teachers, and community members/leaders, and our current community partners to create outreach strategies to deepen our community partner relationships and recruit additional long-term partners throughout the grant period. The ACE Advisory Council will meet quarterly to review our sustainability plan for feedback and modification. We will also utilize our Advancement team to build relationships with local donors who can supplement resources and provide program sponsorship after the grant ends. Furthermore, we will train select parents to run program activities and incorporate parents into our sustainable ACE model. Parents are also willing to help fund raise to support ACE activities after the grant period. Finally, all campus principals have committed to allocating discretionary funding to support ACE programming after grant funding ends.

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

The majority of ACE instructors will be YES Prep employees. However, campuses will utilize volunteers to support some program activities. To recruit highly-qualified ACE volunteers, ACE staff will collaborate with YES Prep's Community & Family Engagement team and Advancement team, which are both external-facing and receive inquiries about volunteer opportunities from community members and local businesses. ACE staff will also use our existing partnerships with local community organizations and businesses to recruit volunteers. Lastly, we will recruit and train parents who are interested in volunteering and supporting our students and other parents with ACE programming activities. Research shows that parents respond well to other parents, so parent volunteers will be influential. The ACE Project Director, ACE Site Coordinators, and ACE volunteers will collaborate to determine each center's specific volunteer needs, as well as each volunteer's interests and skills, so that volunteers are assigned to a center where their time will be most impactful. Volunteers will be able to deliver program activities and services such as providing one-on-one homework help, supporting student and family literacy, translating for parents (if qualified and appropriate) during ACE activities, mentoring students on college and career opportunities, and serving as college tour chaperones. The ACE team will collaborate with YES Prep's Talent Support team (i.e., Human Resources) and follow district guidelines to ensure that all potential volunteers are qualified to work on a campus with students. All volunteers will complete the mandatory public education background information form and submit to fingerprinting. No volunteer will be allowed to work with students until he/she has completed the background check process and our Talent Support staff has reviewed and approved him/her. Our district's background check process is thorough and standardized to guarantee our students' safety. Once a volunteer's background check is complete, the ACE Site Coordinator will provide mandatory on-boarding training(s) for all volunteers, so they are aware of ACE program and district expectations, policies, and procedures. Furthermore, we will monitor all volunteers and provide them with timely and constructive feedback for continuing development.

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

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

See section 9.7 for our recruitment strategies. In addition to these strategies, we will ensure that all campus staff members are aware of ACE so teachers, who know which students are struggling academically, and Deans of Students, who manage discipline referrals, can share ACE Referral forms with students, and their parents, who need ACE program support. Student retention strategies include: (1) providing student incentives (e.g., free dress passes) and public recognition for meeting attendance goals, (2) contacting infrequent student attenders to identify and resolve attendance barriers, (3) conducting "Exit Interviews" with students who have dropped out of the program to discuss options for them to return, (4) site coordinators monitoring activity attendance and revising and/or removing activities that no longer support student retention, (5) the external evaluator conducting a focus group for students to solicit ideas about activity preferences and program operations, and (6) reviewing data gathered by the external evaluator on fall-to-spring and fall-to-fall student ACE persistence to develop additional student retention and program planning decisions. Fall and spring SMART goals for a typical school year for all seven ACE centers are: (1) 85 or more students as "regular program participants" with 45 or more participation days; (2) Designated academic assistance activities will enroll more students than other types of state required activities (e.g., enrichment), and; (3) Students with 45 or more days of participation will exhibit: (a) A 10% improvement over baseline (i.e., first school grading period) in reading, math, science, and social studies grades, (b) A STAAR pass rate in reading and in math above the state average by grade level, and (c) Day school dropout rates lower than the total state average. Summer SMART goals for all ACE centers for a typical summer are: (1) Each Center will have 38 or more "regular participants" with 20 or more participation days, and (2) Students with 20 or more days of summer participation will have subsequent STAAR pass rates at least 5% above the district average.

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

Center operations schedules were based on school day start and dismissal times, parents' working hours, and student drop-off and pick-up times. Due to working parents' needs, most campuses will provide program hours before school, and all campuses will provide program hours after school and during the summer. Center-level needs assessments revealed gaps in academic performance, student engagement, behavior standards, and college/career readiness, so principals developed plans that target 85 of their highest-need students and created a staffing model of teachers, contractors, and community partners to address these gaps. Budget plans were based on the unmet needs of students and their families determined by center-level needs assessments, the targeted number of students and parents to be served by the grant, and the number of hours the ACE program will operate during the school year and summer. After assessing center-level resources such as in-kind donations of some supplies and existing partnerships with the National School Lunch Program to provide after school snacks/meals, campuses were able to reduce their budgets for supplies/materials and snacks. Budgeted transportation costs were based on center-level assessments of student transportation needs. To ensure that our plans meet our measures of effectiveness and student service targets while maintaining center-level quality: (1) Our staffing plan includes nine full-time positions which will be solely focused on the ACE grant, including Project Director, Family Engagement Specialist, and seven Site Coordinators, who will continually monitor programming, grant benchmarks, and student attendance and adjust programming as needed; (2) Our staffing model includes highly-qualified personnel, particularly teachers, who will provide targeted supplemental academic, enrichment, socio-emotional, and college/career readiness programming to ensure that the most high-need students meet grant performance objectives; (3) We will maintain a student-instructor ratio of 15:1 or less; (4) We will provide high-quality family engagement programming to increase the capacity of our parents to support their students' success, and; (5) We will hire an external evaluator to monitor grant progress and recommend adjustments to ACE staff as needed.

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**10. Equitable Access and Participation**

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	1 Project Director and 1 Family Engagement Specialist (salaries and benefits)	\$164,640
2.	7 Site Coordinators (salaries and benefits)	\$486,080
3.	Professional staff Extra-Duty Pay and Benefits (school year and summer teacher stipends)	\$363,146
4.		
5.		

**Professional and Contracted Services**

6.	Academic and Behavioral Services	\$24,425
7.	Enrichment	\$10,500
8.	College and Workforce Readiness	\$4,440
9.	Family and Parent Support Services	\$11,479
10.	Independent Evaluation and Cell Phone Service	\$17,864

**Supplies and Materials**

11.	Program Supplies and Materials	\$26,052
12.	Program Technology	\$27,000
13.	Program Literacy Materials	\$4,251
14.		

**Other Operating Costs**

15.	Student School Year, Summer and Field Trip (admission) and Transportation	\$36,323
16.	Snacks for Students and Adult Participants	\$4,300
17.	Project Director, FES, Site Coordinators (7) and Travel	\$19,500

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

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

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 101845

### Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	101845013	<b>YES Prep Northwest:</b> 14741 Yorktown Plaza Dr. Houston, TX 77040 713-967-9064		6-9	85	50
2	101845012	<b>YES Prep Northline:</b> 5815 Airline Drive Houston, TX 77076 713-842-5400		6-10	85	50
3	101845101	<b>YES Prep North Central Secondary:</b> 13703 Aldine-Westfield Houston, TX 77039 713-967-8800		6-12	85	50
4	101845103	<b>YES Prep North Central Elementary:</b> 1900 Strawn Road Houston, Texas 77039 713-842-5650		PK-3	85	50
5	101845014	<b>YES Prep Hobby:</b> 8787 Tallyho Street, Houston, Texas 77061 713-842-5600		6-8	85	50
6	101845001	<b>YES Prep Southeast Secondary:</b> 353 Crenshaw Road, Houston, Texas 77034 713-967-9400		6-12	85	50
7	101845102	<b>YES Prep Southeast Elementary:</b> 507 Crenshaw Road, Houston, Texas 77034 713-842-5555		PK-3	85	50
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101845013	YES Prep Northwest: 14741 Yorktown Plaza Dr. Houston, TX 77040					6-9	85	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/21			12/10/21			13			
Spring Term			01/17/22			05/13/22			16			
Summer Term			06/13/22			07/15/22			5			
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00			2:00
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00			2:00
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00			2:00
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00			2:00
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15hrs (Total Fall Hours: 195)				15hrs (Total Spring Hours: 240)				6hrs (Total Summer Hours: 120)			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101845012	YES Prep Northline: 5815 Airline Drive Houston, TX 77076					6-10	85	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/21			12/10/21			13			
Spring Term			01/17/22			05/13/22			16			
Summer Term			06/13/22			07/15/22			5			
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00			2:00
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00			2:00
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00			2:00
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00			2:00
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15hrs (Total Fall Hours: 195)				15hrs (Total Spring Hours: 240)				6hrs (Total Summer Hours: 120)			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101845101	YES Prep North Central Secondary: 13703 Aldine-Westfield Houston, TX 77039					6-12	85	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/21			12/10/21			13			
Spring Term			01/17/22			05/13/22			16			
Summer Term			06/13/22			07/15/22			5			
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			4:00	7:00			4:00	7:00	8:00			2:00
Tuesday			4:00	7:00			4:00	7:00	8:00			2:00
Wednesday			4:00	7:00			4:00	7:00	8:00			2:00
Thursday			4:00	7:00			4:00	7:00	8:00			2:00
Friday			4:00	7:00			4:00	7:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15hrs (Total Fall Hours: 195)				15hrs (Total Spring Hours: 240)				6hrs (Total Summer Hours: 120)			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101845103	YES Prep North Central Elementary: 1900 Strawn Road Houston, Texas 77039					PK-3	85	50			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/21			12/10/21			13				
Spring Term		01/17/22			05/13/22			16				
Summer Term		06/13/22			07/15/22			5				
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	8:00			2:00
Tuesday			3:15	6:15			3:15	6:15	8:00			2:00
Wednesday			3:15	6:15			3:15	6:15	8:00			2:00
Thursday			3:15	6:15			3:15	6:15	8:00			2:00
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15hrs (Total Fall Hours: 195)				15hrs (Total Spring Hours: 240)				6hrs (Total Summer Hours: 120)			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101845014	YES Prep Hobby: 8787 Tallyho Street Houston, Texas 77061					6-8	85	50			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/21			12/10/21			13				
Spring Term		01/17/22			05/13/22			16				
Summer Term		06/13/22			07/15/22			5				
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:15	6:15	7:30	8:30	4:15	6:15	8:30			2:30
Tuesday	7:30	8:30	4:15	6:15	7:30	8:30	4:15	6:15	8:30			2:30
Wednesday	7:30	8:30	4:15	6:15	7:30	8:30	4:15	6:15	8:30			2:30
Thursday	7:30	8:30	4:15	6:15	7:30	8:30	4:15	6:15	8:30			2:30
Friday	7:30	8:30	4:15	6:15	7:30	8:30	4:15	6:15				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15hrs (Total Fall Hours: 195)				15hrs (Total Spring Hours: 240)				6hrs (Total Summer Hours: 120)			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

<b>Texas ACE</b>							<b>Program Year</b>					
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101845001	YES Prep Southeast Secondary: 353 Crenshaw Road, Houston, Texas 77034					6-12	100	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/21			12/10/21			13			
Spring Term			01/17/22			05/13/22			16			
Summer Term			06/13/22			07/15/22			5			
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	4:15	6:15	7:00	8:00	4:15	6:15	8:00			2:00
Tuesday	7:00	8:00	4:15	6:15	7:00	8:00	4:15	6:15	8:00			2:00
Wednesday	7:00	8:00	4:15	6:15	7:00	8:00	4:15	6:15	8:00			2:00
Thursday	7:00	8:00	4:15	6:15	7:00	8:00	4:15	6:15	8:00			2:00
Friday	7:00	8:00	4:15	6:15	7:00	8:00	4:15	6:15				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15hrs (Total Fall Hours: 195)				15hrs (Total Spring Hours: 240)				6hrs (Total Summer Hours: 120)			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	101845102	YES Prep Southeast Elementary: 507 Crenshaw Road, Houston, Texas 77034					PK-3	85	50				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/07/21			12/10/21			13			
Spring Term				01/17/22			05/13/22			16			
Summer Term				06/13/22			07/15/22			5			
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:00	6:00			3:00	6:00	8:00			2:00	
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00	
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00	
Thursday			3:00	6:00			3:00	6:00	8:00			2:00	
Friday			3:00	6:00			3:00	6:00					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15hrs (Total Fall Hours: 195)				15hrs (Total Spring Hours: 240)				6hrs (Total Summer Hours: 120)				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/21		12/10/21		13						
Spring Term		01/17/22		05/13/22		16						
Summer Term		06/13/22		07/15/22		5						
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/07/21			12/10/21			13					
Spring Term		01/17/22			05/13/22			16					
Summer Term		06/13/22			07/15/22			5					
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/07/21			12/10/21			13					
Spring Term		01/17/22			05/13/22			16					
Summer Term		06/13/22			07/15/22			5					
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													



MEMORANDUM OF UNDERSTANDING BETWEEN

**Girls Empowerment Network**

&

***YES Prep Public Schools***

**As part of the Afterschool Centers on Education (ACE) Program**

This agreement serves to define community collaboration and networking between

**Girls Empowerment Network and YES Prep Public Schools, ACE Program**

For the purpose to educate and empower our students and their families enrolled in YES Prep Public schools ACE Program. This collaboration will give students and families the opportunity to participate and engage in a series of workshops designed to help increase their sense of belonging and further engage in their academic success, all while also identifying additional available resources.

**YES Prep Public Schools ACE Program agrees to provide:**

- Outreach and recruitment of 6-12 grade students and families to engage in programming
- Arrange a Synchronous and/or Asynchronous Microsoft Teams workshop schedule for partner staff to implement student and parent workshops
- YES Prep ACE will track student/parent participation
- YES Prep ACE will conduct student/parent satisfaction surveys at the conclusion of each workshop

**Girls Empowerment Network agrees to provide:**

- Provide girls' access to open/closed Girl Connect groups and parents/guardians access to parent/guardian workshops.
- Ensure Girl Connect groups and workshops are led by a trained professional and girl expert, with up to 2 trained volunteer co-facilitators.
- Evaluate quality and effectiveness through pre- and post-surveys to girls in program, and workshop satisfaction surveys to parents/guardians participating in workshops.
- Offer ongoing and open communication.

Other conditions: Spark Kits can be provided to any/all girls participating in virtual Girl Connect programming.

All exchanges of information between parties will be conducted in accordance with State & Federal Laws regarding confidentiality.

Kameryn Sampson/  
Program Coordinator

Girls Empowerment Network  
Date: 1/7/2021

DocuSigned by:

*Naveen*

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Naveen Pinglay  
Chief Operations Officer  
YES Prep Public Schools, Inc.  
Date: January 13, 2021 | 13:56:07 CST



## **Memorandum of Understanding between YES Prep and Momentum Education 2021-2022**

This Memorandum of Understanding (“MOU”) is between YES Prep (YP), and Momentum Education (Momentum). If multiple YES Prep campuses elect to participate, this MOU will cover them.

1. **Term:** This MOU shall be in effect from the date executed below until June 5, 2022.
2. **Momentum Responsibilities:** Momentum Education will do the following (collectively “Momentum Services”)
  - a. Provide access to a summer opportunity database.
  - b. Update the summer opportunity database with programs provided by YP.
  - c. Provide technical support as needed.
  - d. Review Essays and Resumes within 1 week.
3. **YP Responsibilities:** YP will do the following: (collectively “YP Services”)
  - a. Share a spreadsheet with summer opportunities.
  - b. Print documents (parent permission slips, liability waivers, curriculum documents, etc.) relating to the program. All documents must be approved by both Momentum and YP.
  - c. Pay Momentum Education a price to be agreed upon.
4. **Work Product Ownership:** Any copyrightable works, ideas, discoveries, inventions, patents, products, or other information (collectively the "Work Product") developed in whole or in part by Momentum in connection with this MOU will be the exclusive property of Momentum.
5. **Liability.** Momentum shall not be responsible for the activities at the opportunities themselves. Momentum simply is providing a database of opportunities and cannot be held responsible for anything that occurs while at the summer opportunity. Momentum is not responsible for any student injury that may occur while at the program. Moreover, Momentum cannot be held liable for any damage the student may cause at the opportunity. Momentum cannot be held responsible if an opportunity is cancelled, the dates are different from those on the Momentum site, the costs are varied, or the



experience is different from the description. Momentum is not liable for any changes that the program itself may make. Momentum cannot be held responsible if a student is not accepted to a summer opportunity. Momentum is not responsible for and cannot be held liable for any admission decisions made by either the summer opportunity provider, the college, or the university. Momentum is not responsible and cannot be held liable for the number of students who use the Momentum site to connect to summer opportunities.

6. **Default.** The occurrence of any of the following shall constitute a material default under this MOU:
  - a. The failure to make a required payment when due.
  - b. The insolvency or bankruptcy of either party.
  - c. The subjection of any of either party's property to any levy, seizure, general assignment for the benefit of creditors, application or sale for or by any creditor or government agency.
  - d. The failure to make available or deliver the Momentum Services or the YP Services in the time and manner provided for in this MOU.
  
7. **Remedies on Default.** In addition to any and all other rights a party may have available according to law, if a party defaults by failing to substantially perform any provision, term or condition of this MOU (including without limitation the failure to make a monetary payment when due), the other party may terminate the MOU by providing written notice to the defaulting party. This notice shall describe with sufficient detail the nature of the default. The party receiving such notice shall have 10 days from the effective date of such notice to cure the default(s). Unless waived by a party providing notice, the failure to cure the default(s) within such time period shall result in the automatic termination of this MOU.
  
8. **Force Majeure.** If performance of this MOU or any obligation under this MOU is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national,



insurrections, riots, or wars, or strikes, lock-outs, work stoppages. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a party if committed, omitted, or caused by such party, or its employees, officers, agents, or affiliates.

9. **Confidentiality.** Momentum, and its employees, agents, or representatives will not at any time or in any manner, either directly or indirectly, use for the personal benefit of Momentum, or divulge, disclose, or communicate in any manner, any information that is proprietary to YP. Momentum and its employees, agents, and representatives will protect such information and treat it as strictly confidential. This provision will continue to be effective after the termination of this MOU.

YP, and its employees, agents, or representatives will not at any time or in any manner, either directly or indirectly, use for the personal benefit of YP, or divulge, disclose, or communicate in any manner, any information that is proprietary to Momentum. YP and its employees, agents, and representatives will protect such information and treat it as strictly confidential. This provision will continue to be effective after the termination of this MOU.

The obligations of confidentiality do not apply to information that (i) is or becomes part of the public domain, or (ii) is required to be disclosed under law.

All exchanges of information between parties will be conducted in accordance with State and Federal Laws regarding confidentiality.

10. **Notice.** All notices, demands, consents, approvals or other documents or instruments required or permitted to be served upon either of the parties shall be in writing and shall be deemed served: (a) when personally delivered, (b) one business day after being deposited with any nationally recognized overnight carrier which routinely issues receipts, addressed to the party at the address stated below, or (c) six business days after being placed in the mail by certified mail, return receipt requested, postage prepaid, addressed to the party at the address stated below:

Momentum Education | [www.momentumedu.org](http://www.momentumedu.org) | 713-320-0303 | [raj@momentumedu.org](mailto:raj@momentumedu.org)

PO Box 66146, Houston, TX 77266 | Social Media: @MomentumEduTX



Momentum Education Address:

PO Box 66146

Houston, TX 77266

YP Address:

5515 South Loop East, Suite B

Houston TX, 77033

- 11. ENTIRE MOU.** This MOU contains the entire agreement of the parties regarding the subject matter of this MOU, and there are no other promises or conditions in any other agreement whether oral or written. This MOU supersedes any prior written or oral agreements between the parties.
- 12. AMENDMENT.** This MOU may be modified or amended if the amendment is made in writing and signed by both parties.
- 13. SEVERABILITY.** If any provision of this MOU shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this MOU is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.
- 14. APPLICABLE LAW-VENUE.** This MOU shall be construed and governed under the laws of the State of Texas, excluding its conflicts of law provisions. Venue for all disputes related to this MOU is in federal district or state courts located in Harris County, Texas.
- 15. SIGNATORIES.** This MOU shall be signed by on behalf of YP and on behalf of Momentum and is effective as of the date first above written. All signatories to this Contract warrant that they have been duly authorized to execute the same and that no other signatures are necessary for the Agreement to be binding.

(Signature Page Follows)



YP Representative:

Momentum Representative:

Name: Nella Garcia

Name: Neeraj Salhotra

Signature: A blue DocuSign signature box containing a handwritten signature in black ink. Above the signature, it says "DocuSigned by:" and below it, a partial alphanumeric string "59D7CCCF00A46D..." is visible.

Signature: *Raj Salhotra*

Title: Chief Program Officer

Title: Executive Director

Date: January 14, 2021 | 16:28:28 PST

Date: January 12, 2021



MEMORANDUM OF UNDERSTANDING  
BETWEEN

*Rice University.*

&

*YES Prep Public Schools*

**As part of the Afterschool Centers on Education (ACE) Program**

This agreement serves to define community collaboration and networking between

**Rice University’s Department of Athletics and YES Prep Public Schools**

For the purpose to educate and empower our students and their families enrolled in YES Prep Public schools ACE Program. This collaboration will give students and families the opportunity to participate and engage in a series of workshops designed to help increase college readiness awareness and identify available resources.

**YES Prep Public Schools ACE Program agrees to provide:**

- Outreach and recruitment of 6-12 grade students and families to engage in programming
- Synchronous and Asynchronous Microsoft Teams workshop schedule for Rice University staff to implement student and parent workshops.
- YES Prep ACE will track student/parent participation
- YES Prep ACE will conduct student/parent satisfaction surveys at the conclusion of each workshop

**Rice University agrees to provide:**

- Rice University will provide 3 days of panelists. Each session will be 40 minutes in time broken down to 25 minutes of presentation followed with 15 minutes of Q&A
- Rice University will be responsible for booking each panelist for the designated dates
- Rice University is willing to help create flyers in order to get max exposure of event for YES Prep ACE

Other conditions:

All exchanges of information between parties will be conducted in accordance with State and Federal Laws regarding confidentiality.

***Patrick Clark***

Patrick Clark/ Director of Ticket Sales

Rice University

Date: 11/12/2020

DocuSigned by:

*Naveen Pinglay*

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Naveen Pinglay

Chief Operations Officer

YES Prep Public Schools, Inc.

Date: January 13, 2021 | 13:56:07 CST



MEMORANDUM OF UNDERSTANDING BETWEEN

**Crime Stoppers of Houston**

&

***YES Prep Public Schools***

**As part of the Afterschool Centers on Education (ACE) Program**

This agreement serves to define community collaboration and networking between

**Crime Stoppers of Houston and YES Prep Public Schools, ACE Program**

For the purpose to educate and empower our students and their families enrolled in YES Prep Public schools ACE Program. This collaboration will give students and families the opportunity to participate and engage in a series of workshops designed to help increase their sense of belonging and further engage in their academic success, all while also identifying additional available resources.

**YES Prep Public Schools ACE Program agrees to provide:**

- Outreach and recruitment of 6-12 grade students and families to engage in programming
- Arrange a Synchronous and/or Asynchronous Microsoft Teams workshop schedule for partner staff to implement student and parent workshops
- YES Prep ACE will track student/parent participation
- YES Prep ACE will conduct student/parent satisfaction surveys at the conclusion of each workshop

**Crime Stoppers of Houston agrees to provide:**

- Provide the use of the Crime Stoppers Tip Line for students to call to provide information about criminal activity and violations of the student code of conduct that is in the process of occurring, or may occur in the future on school campuses, school buses, and at school events.
- Provide program cost free flyers, posters, signage and training materials for any Yes Prep campus upon request.
- Provide staff to facilitate cost free presentations and trainings on the Crime Stoppers of Houston Safe School Institute prevention education curriculum to students, school staff, parents and security/law enforcement agency personnel.

Other conditions:

All exchanges of information between parties will be conducted in accordance with State and Federal Laws regarding confidentiality.

*Jenna Fondren*

Jenna Fondren, Safe School Manager  
Crime Stoppers of Houston  
Date: **1/4/2021**

DocuSigned by:

*Naveen Pinglay*

AA367622E5D6425

Naveen Pinglay, Chief Operations Officer  
YES Prep Public Schools, Inc.  
Date: January 13, 2021 | 13:56:07 CST



MEMORANDUM OF UNDERSTANDING BETWEEN

**Houston Food Bank (HFB)**

&

***YES Prep Public Schools***

**As part of the Afterschool Centers on Education (ACE) Program**

This agreement serves to define community collaboration and networking between

**Houston Food Bank and YES Prep Public Schools, ACE Program**

For the purpose to educate and empower our students and their families enrolled in YES Prep Public schools ACE Program. This collaboration will give students and families the opportunity to participate and engage in a series of workshops designed to help increase their sense of belonging and further engage in their academic success, all while also identifying additional available resources to address food insecurity.

**YES Prep Public Schools ACE Program agrees to provide:**

- Outreach and recruitment of 6-12 grade students and families to engage in programming
- Arrange a Synchronous and/or Asynchronous Microsoft Teams workshop schedule for partner staff to implement student and parent workshops
- YES Prep ACE will track student/parent participation
- YES Prep ACE will conduct student/parent satisfaction surveys at the conclusion of each workshop

**Houston Food Bank agrees to offer:**

- Availability to schedule nutrition, wellness and cooking education classes and programming virtually and in-person for students, parents and staff.
- Ability for schools to sign up for the Backpack Buddy program for students and families needing food assistance. Participating Backpack Buddy schools may schedule mobile food distributions when slots are available.
- Ability for schools to apply for the school market program.
- Information and applications for the Community Kitchen culinary training program for adults 18 and older. The 12-week program is no cost and includes several culinary certifications.



Other conditions:

All exchanges of information between parties will be conducted in accordance with State and Federal Laws regarding confidentiality.

*Stephanie Berno*

Stephanie Berno

Director of Outreach Services

Houston Food Bank

Date: 1-13-2021

DocuSigned by:

*Naveen Pinglay*

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Naveen Pinglay

Chief Operations Officer

YES Prep Public Schools, Inc.

Date: January 13, 2021 | 13:56:07 CST