



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

- Grant application, guidelines, and instructions
- 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 Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Using MAP data, 60% of participants will show growth in Reading scores from the beginning of the year to the end of the year.	Students will participate in focused English lessons from certified teachers twice a week during Operation Achieve. Students will also participate in writing workshops provided by center staff during Operation Achieve. Writing skills will be reinforced during many Operation Beyond Grades activities, as well.
Using school district survey data, 75% of participants will show growth in at least 3 CASEL competency areas over the course of the school year.	Students will participate in enrichment and physical activities during Operation Mind, Body, and Soul and Operation Beyond Grades designed to teach self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
Using MAP data, 40% of participants will show growth in Math scores from the beginning of the year to the end of the year.	Students will participate in focused Math lessons from certified teachers twice a week during Operation Achieve. Students will also participate in math workshops provided by center staff during Operation Achieve. Math skills will be reinforced during many Operation Beyond Grades activities, as well.

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 31, 2022, 145 participants at YWLA and 145 participants at YWLA-Primary, for a total of 290 participants, will meet attendance qualification standards for the Texas ACE program.
 By July 31, 2022, 60% of total participants will show growth in Reading MAP data over the course of the school year.
 By July 31, 2022, 40% of total participants will show growth in Math MAP data over the course of the school year.
 By July 31, 2022, 75% of participants will show growth in at least 3 CASEL competency areas over the course of the school year.

6. Measurable Progress

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

First-Quarter Benchmark

To ensure that program participant goals are met, 25% of participants will have attended 45+ days by the end of the first quarter.
 100% of participants will have taken the beginning of year Reading and Math MAP tests.
 100% of participants will have taken the district's beginning of year CASEL Competency survey.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

To ensure that program participant goals are met, 50% of participants will have attended 45+ days by the end of the second quarter.

Third-Quarter Benchmark

To ensure that program participant goals are met, 75% of participants will have attended 45+ days by the end of the third quarter.

100% of participants will have taken the mid-year Reading and Math MAP tests.

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.

Girls Inc. will collect student grades after each nine-week grading period and student MAP data after each test administration and evaluate academic progress. Based on these student outcomes, program priorities will be adjusted to focus on the areas needing improvement for the next grading period (i.e. Math, English, Writing, Science, etc.). If academic goals are not being met, center staff will work with school-day teachers to identify gaps in learning and strengthen lesson plans for center-staff led academic workshops.

Girls Inc. will contract with a program evaluator to complete a program evaluation at the end of each grant year. Based on the results and evaluator recommendations, Girls Inc., in collaboration with SAISD, will adjust program priorities and curriculum to focus on areas needing improvement.

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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. Girls Inc. executive staff began by holding meetings with SAISD district level staff to determine which campuses were in need of an out of school time (OST) program, were eligible for the 2021-2022 21st CCLC grant and aligned with the mission and goals of Girls Inc. Through this process, the Young Women's Leadership Academy and the Young Women's Leadership Academy-Primary were identified. Girls Inc. executive and program staff then met with the Head of School for these two campuses to discuss campus needs as identified by campus staff and current parent feedback. Data from school records and TEA STAAR results were used to identify academic areas of improvement. Campus and parent narrative data was used to determine both academic and non-academic needs.

1b. According to TEA 2019-20 School Report Card for YWLA and YWLA-Primary, 50.3% and 56.3% of students, respectively, are considered economically disadvantaged. Currently, there are only fee-based OST programs offered for students on either campus. Neither are currently funded through school district state or federal funding sources. Both YWLA and YWLA-Primary are all-female magnet schools that are open to students all over San Antonio with priority given to San Antonio ISD families. The current fee-based afterschool provider caps enrollment at 100 students. With a current enrollment of 593 at YWLA and 269 at YWLA-Primary, we are proposing to serve about 25% of students enrolled at YWLA and 40% of students enrolled in YWLA-Primary with a priority to serve those families identified as economically disadvantaged.

Today's girls are confronted with negative messages and attitudes about their worth and abilities. They experience bias, inequality, and discrimination in the streets, classroom, and workplaces. They are at greater risk of gender and sexual violence, compared to males. Girls-only environments provide girls physical and emotional safety, increase girls' self esteem and positive decision making, create social support networks, and allow girls to discover their strengths and their voices. While girls and women today are graduating from high school and college at higher rates than in previous decades, girls continue to lack equitable education and economic opportunities. YWLA has rigorously high academic curriculum and standards. Even as students qualify and are accepted into this program, many newly enrolled or "first-year" students struggle with the academic expectations. Academic pressure can be immense for students who are new to this environment. At YWLA-Primary many first-year students struggle with reading stamina and math number concepts. At YWLA, many first-year students struggle with non-fiction written analysis and general composition writing. Based on school staff recommendations, first-year students will also be a priority population.

1c. At the beginning of each school year, campus administration will provide Site Coordinators with a list of families identified as economically disadvantaged and incoming first-year students. Program orientation packets will be sent home to these students' families and they will be emailed an invitation to the Priority Family Orientation meeting. A second open orientation will be held for all other families. Site Coordinators will seek feedback from school-day teachers about any students struggling academically and work to recruit these students throughout the year. With the potential for students coming from families all over the city, a late bus will be provided by the school district at 5:45pm, but parent pickup hours will extend to 6:30pm.

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9. Statutory/Program Requirements (Cont.)

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

The Young Women's Leadership Academy, San Antonio's first all-girls public school, are a college-preparatory school that focuses on math, science and technology – fields in which women are typically underrepresented. National research shows that over the past 30 years in the United States, women have vastly increased their proportion of bachelor's, master's, and doctoral degrees earned in STEM. However, substantial gaps remain. Challenges remain as girls identify and define an educational path that will lead to rewarding careers in STEM fields, and many of the hurdles girls confront are gender specific. Mistaken beliefs exist that few girls, and even fewer girls from minority backgrounds or from families with limited resources, can excel in these fields. This prompts many girls to self-select out of STEM activities. Girls continue to lag behind boys in course enrollment and advance placement exam participation specifically in STEM subjects such as computer science, physics, and math. A recent report of the American Association of University Women confirms that the impressive gains that women have made in fields such as law and business have failed to materialize among the science and engineering professions. Contributing to the underrepresentation of women in these fields are persistent stereotypes that girls are not good at or aren't interested in STEM. It is critically important that these stereotypes are dispelled and other obstacles that get in girls' way are removed, but simply opening the doors will not work. Girls deserve a supportive, experiential, all-girl environments where they feel invited and encouraged to join the fun of discovering the world around them and where they can prove to themselves that they do like and can be good at STEM. Such a foundation will be key to girls persisting in STEM education and preparing for lucrative STEM careers that most of them would otherwise never consider. All YWLA students are expected to attend and graduate from a four-year college or university. College prep is ensured through a rigorous curriculum and a strong academic support system. College and career counseling is an integral part of the school's program. While YWLA has been consistently rated Exemplary by TEA, students still struggle with the rigorous academic environment and need additional support. This afterschool program will have two priority demographics: economically disadvantaged families and first-year students. We will focus on helping students bridge the gap from their previous studies to the rigorous demands of YWLA.

SMART Goal: By July 31, 2022, 60% of total participants will show growth in Reading MAP data over the course of the school year.

SMART Goal: By July 31, 2022, 40% of total participants will show growth in Math MAP data over the course of the school year.

Social and emotional learning (SEL) is an integral part of education and human development at both YWLA campuses. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Girls Inc. will integrate CASEL competencies throughout the program to support and reinforce these learning objectives.

SMART Goal: By July 31, 2022, 75% of participants will show growth in at least 3 CASEL competency areas over the course of the school year.

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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.

Program activities for both centers will include Operation Homework, Operation Achieve, Operation Beyond Grades, and Operation Mind, Body, & Soul.

Operation Homework - According to Rand Corporation's report "The Value of Out of School Time Programs", completing homework more regularly could result in improved classroom grades. For this program, students will work in groups and individually to complete their homework or any outstanding assignments from the school day with center staff assistance. Students will also be able participate in tutoring for absentee days.

Operation Achieve - students will participate in focused academic lessons provided by certified teachers twice a week in both Math and English. Center staff will provide science, reading and writing skills workshops to students three days per week. Curriculum and lessons will be designed based on student voice, teacher feedback and school data evaluation to align program academic lessons with school-day priorities. Center staff will create written lesson plans that will be reviewed by their Site Coordinator for school-day alignment.

Operation Beyond Grades - The Young Women's Leadership Academy are San Antonio's first all-girls public, college-preparatory schools that focus on math, science and technology. Girls Inc.'s mission is to inspire all girls to be strong, smart and bold. With STEM-focused programs, Girls Inc. brings a wealth of knowledge and experience in STEM enrichment programming. Using research-based, hands-on and minds-on, age-appropriate curriculum such as Eureka!, Economic Literacy, Leadership and Community Action, and Operation SMART, students will engage in a range of activities that are geared to reinforce academic learning and strengthen their critical thinking and problem-solving skills.

Operation Mind, Body, and Soul - With Girls Inc.'s mission to inspire all girls to be strong, smart and bold, their focus is providing a girls-only, physically and emotionally safe environment where there is a sisterhood of support, high expectations and mutual respect. Using research-based, hands-on and minds-on, age-appropriate curriculum such as Media Literacy, Allies in Action, In Our Own Hands, Living Safe & Strong and Real Essentials, students will engage in a range of activities that are designed to increase self-awareness, self-esteem and self-concept. Students will also engage in physical activities such as yoga, basketball, and volleyball.

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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

Girls Inc. inspires all girls to be strong, smart, and bold. Our comprehensive approach to whole girl development equips girls to navigate gender, economic, and social barriers and grow up healthy, educated and independent. These positive outcomes are achieved through three core elements: people-trained staff and volunteers who build lasting, mentoring relationships; environment - girls-only, physically and emotionally safe, where there is a sisterhood of support, high expectations, and mutual respect; and programming - research-based, hands-on and minds-on, age-appropriate, meeting the needs of today's girls.

The Young Women's Leadership Academy, San Antonio's first all-girls public school, opened in August 2008 as a tuition-free, college-preparatory school that focuses on math, science and technology – fields in which women are typically underrepresented. Over the last ten years, YWLA has cemented its status as a rigorous, yet supportive school that empowers young women to uncover the leaders within them. At YWLA, students receive a quality education shaped by the core values of college preparation, responsible leadership, and wellness life skills, values that contribute to the type of well-rounded education that is vital to our students' success in college.

YWLA Primary is San Antonio's first public, tuition-free, all-girls elementary school. Our mission is to empower young girls to find their voices and passions and to achieve extraordinary outcomes by providing them with a powerful single-gender experience. Inspired by YWLA, YWLA-Primary opened in 2019 with special focuses on STEAM (science, technology, engineering, the arts, and mathematics), social-emotional learning, and early college preparation.

Girls Inc will function as the fiscal agent in this proposed partnership. Partnering financially, SAISD will provide a nutritious meal for the afterschool program participants throughout the school year and summer program utilizing funding through the Federal Nutrition Program. SAISD will also provide transportation services via a late bus pickup at 5:45pm. Certified teachers will be paid a stipend through 21st CCLC grant funds to provide twice weekly lessons focused on Math and English. Girls Inc. and YWLA will work together to plan quality afterschool programming for economically disadvantaged families and academically struggling students.

Currently, YMCA and Boys and Girls Club are the contracted CCS providers of after-school care for SAISD. However, this is a fee-based program that many economically disadvantaged families struggle to afford. Current YMCA programming is capped at serving 100 students on the YWLA campus and hours only extend to 6:00pm. This partnership will expand opportunities for these struggling families to receive quality after-school programming. Girls Inc. will continue to pursue outside sustainable funding to maintain this expanded afterschool programming.

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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.

As an affiliate of Girls Incorporated®, we are part of a national network that delivers innovative, research-based services designed specifically to address the strengths and needs of girls ages 6-18 and with 16 years of experience serving girls in San Antonio, we are uniquely qualified to support this project. All Girls Inc. curriculum is research-based. Our Academic and Enrichment curriculum provides students with activities and experiences that expand upon and support their school-based learning and engagement, and provide the assistance and guidance that may not be present at home. Our Healthy Living curriculum increases students' understanding of health issues affecting them, their families, and their communities. They develop the motivation and practical skills to take charge of their health today and throughout their lives. Our Life Skills curriculum provides activities and experiences that build the learning, skills, and behaviors that increase confidence and resilience, enabling students to set and achieve their goals and lead productive, independent, and fulfilling lives.

According to Rand Corporation's report The Value of Out of School Time Programs, "a key dimension related to youth development is instructor-child relations. These relations are defined by staff reacting positively to youth, speaking in warm and respectful tones, engaging with them, and being enthusiastic." Girls Inc. believes in providing girls with trusting mentoring relationships. Hiring staff with the right mix of training and capabilities will be a key priority for this program. Through national and local training opportunities, staff and volunteers continuously learn and improve their ability to successfully negotiate cross-cultural differences to provide a powerful combination of activities, research, and education that inspires girls to be strong, smart, and bold and to prepare for independence and confident adulthood.

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.

This program will be located on the campuses of YWLA and YWLA-Primary. At YWLA-Primary, center staff will walk students from their last classroom to the afterschool area each day ensuring that students are safe during the transition from end of school day to afterschool program. At YWLA, students will report to their afterschool classroom within 10 minutes of the dismissal bell.

Students will have two options for transportation home: parent pick-up or late school bus. Enrollment packet paperwork will include a transportation form. Parents will indicate how their child will be transported home.

For the late school bus pickup, students will be walked by center staff to the bus area to ensure safety of all students.

For parent pickup, parents will first provide a list of people allowed to pick up their child. Each child being picked up will be signed out by the center staff, checking IDs to ensure that the adult is on the Allowed Adult pickup list for that child.

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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.

Girls Inc. will disseminate information about the center in multiple ways. First, the program will be listed on both the Girls Inc. website and the YWLA and YWLA-Primary websites. Flyers will be printed and mailed to our identified need-based families. Flyers will also be available in the front office of each school. All materials will be in both English and Spanish to ensure that all families can learn and understand about the program with no language barriers. Girls Inc. will coordinate a media release for news outlets to notify the community of the grant award and participating centers. Girls Inc. will also host a Parent Q&A Session after the grant is awarded.

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.

SAISD will provide a nutritious meal for afterschool participants throughout the school year and summer program utilizing funding through the Federal Nutrition Program. SAISD will also provide transportation services via a late bus pickup at 5:45pm using local school funding resources. YWLA will provide a campus orientation to Site Coordinators. Girls Inc. will provide center staff training on agency and school policies, working with children, and program curriculum. This training will equip staff to support the students in building their learning capacity and increasing their academic achievements.

Social and emotional learning (SEL) is an integral part of education and human development at both YWLA campuses. Research shows that SEL competencies lead to positive student outcomes that are important for success in school and in life. Benefits to SEL include: (1) improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate, (2) decline in students' anxiety, behavior problems, and substance use, and (3) long-term improvements in students' skills, attitudes, prosocial behavior, and academic performance. Girls Inc. will integrate SEL competencies throughout the program to support and reinforce campus objectives.

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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.

Girls Inc. will seek additional funding throughout the life of this grant and seek sustainable funding sources to last once the grant ends. Purchased equipment and academic curriculum will remain with the afterschool program to assist in maintaining quality programming. This program will work to shift into a sliding scale fee-based program with focused funding to provide scholarships to economically disadvantaged families and maintain the expanded afterschool program opportunities.

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)

Providing access and opportunity to girls is critical to helping them see a world beyond their backyard. Volunteers can improve and promote opportunities for girls to succeed. They help educate and guide girls to become independent, strong and know their worth. They help girls tap into their strengths, and receive the support they need to face challenges.

Girls Inc. uses highly educated women as speakers and mentors for many of our enrichment programs. These women are screened for appropriate fit with the material being taught and undergo a criminal background check. With the coronavirus epidemic, Girls Inc. has moved into online and distance presentations for many of our programs. We will continue to use these volunteers to add depth and real-world experience to our enrichment programs.

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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.

At the beginning of each school year, campus administration will provide Site Coordinators with a list of families identified as economically disadvantaged and incoming first-year students. Program orientation packets will be sent home to these students' families and they will be emailed an invitation to the Priority Family Orientation meeting. A second open orientation will be held for all other families. Site Coordinators will seek feedback from school-day teachers about any students struggling academically and work to recruit these students throughout the year. Through high-quality academic and enrichment activities, students will be continually engaged in positive learning environments that are designed with their voice and choice.

At each respective campus, 145 participants will be enrolled in the program by December 15, 2021. The summer program will have an enrollment of 40 participants who will participate in 5 weeks of activities at each campus.

By July 31, 2022, 145 participants at YWLA and 145 participants at YWLA-Primary, for a total of 290 participants, will meet attendance qualification standards for the Texas ACE program.

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.

Based on grant guidelines, each center will be open for a minimum of 15 hours per week during the school year. With 2 centers and a total enrollment goal of 290, we plan to hire 1 Project Director, 2 Site Coordinators, 1 Family Engagement Specialist and 20 part-time Center Staff. We will offer small stipends to 4-8 certified teachers (2-4 at each center) to provide focused academic lessons during the afterschool program two days a week.

YWLA-Primary school day ends at 3:30pm. Therefore, our program will be open from 3:30pm-6:30pm, Monday through Friday. YWLA school day ends at 3:45pm. Therefore, our program will be open from 3:45pm-6:45pm, Monday through Friday.

The Site Coordinators will be located on their respective campuses full-time, giving them the ability to build relationships with campus teachers and administration. These relationships are the foundation to a successful collaborative program. Site Coordinators will be responsible for collecting student data, coordinating with administration on student needs and reviewing student progress with school-day teachers.

Part-time center staff will be responsible for creating academic lesson plans, coordinating program activities and monitoring student behavior during program hours.

The Project Director and Family Engagement Specialist will move between both centers. The Project Director will oversee project operations, budgets and liaise with district administration. The Family Engagement Specialist will coordinate family-centered activities and provide Parent Education workshops.

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

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

12. Request for Grant Funds

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

Payroll Costs

1.	Salaries	\$391,360.00
2.	Taxes and Benefits	\$72,424.00
3.		
4.		
5.		

Professional and Contracted Services

6.	Program Evaluation	\$5,040.00
7.	Payroll Processing & Background Checks	\$8,880.00
8.	Transportation	\$7,200.00
9.	Artist and Teacher Stipends	\$6,500.00
10.	StrengthsFinder Facilitation	\$5,200.00

Supplies and Materials

11.	Consumable Program Supplies	\$5,800.00
12.	Staff Electronic Equipment	\$8,540.00
13.	Program Equipment	\$33,000.00
14.	Printing & Copying	\$1,500.00

Other Operating Costs

15.	Professional Development & Program Conferences	\$17,934.00
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$28,168.00

TOTAL GRANT AWARD REQUESTED: \$591,546.00

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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

Center Operations Schedule

County-district number or vendor ID: 20-5468038

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	015907120	Young Women's Leadership Academy: Primary 401 Berkshire Ave., San Antonio, 78201 210-554-2710		K-3	145	75
2	015907023	Young Women's Leadership Academy 2123 W. Huisache Ave., San Antonio, 78210 210-438-6525		6-12	145	75
3						
4						
5						
6						
7						
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	015907120	Young Women's Leadership Academy: Primary 401 Berkshire Ave., San Antonio, 78201					K-3	145	75			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/09/21			01/10/22			18 weeks			
Spring Term			01/11/22			06/17/22			23 weeks			
Summer Term			6/20/22			7/21/22			5 weeks			
Total number of weeks:									46 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			3:30p	6:30p			3:30p	6:30p	8:00a			3:30p
Tuesday			3:30p	6:30p			3:30p	6:30p	8:00a			3:30p
Wednesday			3:30p	6:30p			3:30p	6:30p	8:00a			3:30p
Thursday			3:30p	6:30p			3:30p	6:30p	8:00a			3:30p
Friday			3:30p	6:30p			3:30p	6:30p				
Saturday												
Sunday												
Total Hours Per Week:	15 hours				15 hours				34 hours			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		<p>If COVID restrictions should be in place at any time, we will follow the district guidelines (virtual, hybrid).</p> <p>Based on parent and school feedback and need, family engagement may take place during non-center hours on occasional Saturday's.</p>										
Parent/Legal Guardian Activities		<p>Parent activities can include but not limited to: supporting college bound students, organizing yourself and your student, financial planning for college, other parenting workshops as requested or needed by the campus.</p>										

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	015907023	Young Women's Leadership Academy 2123 W. Huisache Ave., San Antonio, 78210					6-12	145	75				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/09/21			01/10/22			18 weeks				
Spring Term			01/11/22			06/17/22			23 weeks				
Summer Term			6/20/22			7/21/22			5 weeks				
Total number of weeks:									46 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			3:45p	6:45p			3:45p	6:45p	8:25a			3:45p	
Tuesday			3:45p	6:45p			3:45p	6:45p	8:25a			3:45p	
Wednesday			3:45p	6:45p			3:45p	6:45p	8:25a			3:45p	
Thursday			3:45p	6:45p			3:45p	6:45p	8:25a			3:45p	
Friday			3:45p	6:45p			3:45p	6:45p					
Saturday													
Sunday													
Total Hours Per Week:	15 hours				15 hours				33hrs 20 minutes				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	<p>If COVID restrictions should be in place at any time, we will follow the district guidelines (virtual, hybrid).</p> <p>Based on parent and school feedback and need, family engagement may take place during non-center hours on occasional Saturday's.</p>												
Parent/Legal Guardian Activities	<p>Parent activities can include but not limited to: supporting college bound students, organizing yourself and your student, financial planning for college, other parenting workshops as requested or needed by the campus.</p>												

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

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

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

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

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



Inspiring all girls
to be strong,
smart, and bold

Girls Inc. of San Antonio

2214 Basse Rd.
San Antonio, TX 78213
Tel: 210-298-5860
www.girlsincsa.org

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January 2021

San Antonio ISD
141 Lavaca
San Antonio, TX 78210

Superintendent Martinez,

Thank you for your leadership and willingness to partner with Girls Inc. of San Antonio to provide extended day academic and enrichment activities on the campuses of the Young Women’s Leadership Academy (YWLA) and the Young Women’s Leadership Academy Primary (YWLA-P).

This letter serves as a **partnership agreement** between Girls Inc. of San Antonio (hereinafter, “GISA”) and the San Antonio Independent School District (hereinafter, “SAISD”). This partnership is **solely contingent upon GISA receiving funding** from the Competitive Grants unit of TEA to implement services under the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), Cycle 11 grant program.

SAISD agrees that should an award be received by GISA, the Texas 21st CCLC program (also known as Texas ACE) will create a community learning center at two SAISD campuses (YWLA and YWLA-P). This letter is an agreement to partner with GISA to provide necessary oversight of the 21st CCLC requirements and support community learning centers and/or adjunct sites in compliance with grant requirements.

If grant funding is received GISA will serve as the agency responsible for developing Texas ACE centers at YWLA and YWLA-P campuses. Each community learning center will help students meet state and local student standards in core academic subjects, offer students a broad array of enrichment activities and will offer literacy and other educational services to the families of participating children. A full complement of afterschool, summer, and family engagement activities are included at each community learning center. If funded, services will begin August 2021 to July 2022 and include daily afterschool services and 6-weeks of summer programming. GISA will be responsible for maintaining ongoing, open communication with YWLA and YWLA-P administration, teachers, and staff.

This partnership agreement is contingent on funding and can be renewed each year by mutual consent of SAISD and GISA for up to four (4) successive one (1) year terms. Cost to provide the 21st CCLC program at YWLA and YWLA-P campuses is covered through the funding of the grant. The anticipated number of girls to be served each year is 290 and the projected school year and summer cost per participating student is \$2,040.

If awarded, SAISD agrees to partner with GISA and provide access as needed to spaces in the school where afterschool program may take place, support GISA recruitment, attendance, and evaluation efforts to ensure high-quality program implementation, implement a shared data agreement to collect grant required information including student registration, attendance, and performance information, provide dinner meal through SAISD food service to ensure all health guidelines are met and maintain a dedicated YWLA and YWLA-P point of contact for GISA to communicate with concerning progress toward campus goals.

This partnership agreement is not intended to create a relationship of principal and agent, employee and employer, or any other such similar relationship between parties. Further, this partnership agreement is not intended to create a joint venture or enterprise for purposes of determining liability.

Girls Inc. of San Antonio is looking forward to receiving funding and implementing the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), Cycle 11 grant program at YWLA and YWLA-P. Should an award be received this partnership agreement will serve as the basis for an official MOU to be created with GISA and purchasing and contracts department of SAISD in accordance with all SAISD policies.

Signature of Partners:

Girls Inc. of San Antonio

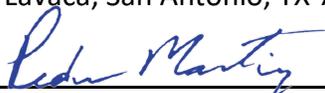
2214 Basse Rd., San Antonio, TX 78213

By: 

Lea Roseanuer, President/CEO

San Antonio ISD

141 Lavaca, San Antonio, TX 78210

By: 

Pedro Martinez, Superintendent of Schools