



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

Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021

NOGA ID <input type="text"/>	Application stamp-in date and time
TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:	
Competitive grant applications and amendments to competitivegrants@tea.texas.gov	

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

Grant period: From **07/01/2021** to **07/31/2022** **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization	San Antonio Independent School District (SAISD)								
Campus name	Ten (10) SAISD Campuses	CDN	015907	Vendor ID	74-6002167	ESC	20	DUNS	069451631
Address	141 Lavaca St.	City	San Antonio	ZIP	78210	Phone	210-554-2200		
Primary Contact	Lus Zoch	Email	lzoch@saisd.net			Phone	210-554-2620		
Secondary Contact	John Strelchun	Email	jstrelchun@saisd.net			Phone	210-554-2535		

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 Pedro Martinez Date: 2021.01.21 11:53:38 -06'00' Date

Grant Writer Name Signature Digitally signed by SULLIVAN, HANNAH MARIE 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
Among the ten target CCLC sites' overall 2018-19 TEA accountability ratings, three campuses received an F, six received a D, and one received a C. Further, within the Student Achievement score, nine campuses received an F, and one received a D.	The ten target 21st CCLC sites represent campuses with room for additional academic growth as well as parent leadership and education opportunities. As students advance in their academic careers, transitional support will build a culture of high expectations, academic excellence, and college/career readiness.
In a community survey of the ten target CCLC sites, parents indicated interest in extracurricular enrichment such as: arts and music (57.7%), cooking/nutrition (55.8%), and sports (44.2%).	SAISD's ACE 21st CCLC program will feature community organizations to provide extracurricular programming requested by the parents and guardians including arts and music, cooking/nutrition, and sports. Arts & music enrichment will be supported by the Tobin Center and nutrition education by CHEF.
In a community survey of those ten target CCLC sites, 58% of parents indicated interest in Science/Technology/Engineering/Mathematics (STEM), coding, as well as career and technical education (CTE), including internship and apprenticeship opportunities.	Participating students will develop the skills needed for current and future careers, such as 21st Century competencies and digital literacy. Other program goals include career pathway awareness and access to CTE pathways. As a focus on closing the STEM gender gap, the programming will emphasize girls' participation and performance in math, science, and technology.

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, the San Antonio Independent School District (SAISD) will serve 1,065 K-8 students by implementing a robust out-of-school program, hosted at ten Texas ACE 21st Century Community Learning Centers (21st CCLC), to engage students in focused academic support, STEM education, and enrichment activities. Through the SAISD 21st CCLC, at least 90% of the participating students will meet passing requirements for promotion to the next grade level, 10% will demonstrate an increase in reading and math scores on state standardized assessments, and 80% will demonstrate positive gains in STEM curricular connections and career pathways as measured through surveys. Additionally, at least 425 parents/guardians will participate in 21st CCLC family activities and 80% will demonstrate positive gains in academic and STEM career pathway awareness and understanding.

6. Measurable Progress

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

First-Quarter Benchmark

1.1. Notify all stakeholders of grant award & approved program plans; 1.2. Hire required program staff (x12) as well as a Dept. Clerk, Program Evaluator, & other supplemental part-time instructional staff; 1.3. Train/calibrate staff through TEA-provided Texas ACE events and resources such as MyTexasACE; 1.4. Host Request for Proposals for grant-funded professional services; 1.5. Establish Legacy documents; 1.6. Begin student recruitment; 1.7. Purchase technology and academic enrichment materials; 1.8. Identify baseline BOY dataset for participating students to establish monitoring and evaluation documents; 1.9. Begin Texas ACE after-school programming no later than Sept. 7, 2021; 1.10. Monitor and document performance metrics; 1.11. Complete quarterly student data collection and financial reports; 1.12. Share/solicit stakeholder feedback; and 1.13. Begin partner meetings to coordinate services.

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

2.1. Communicate with 21st CCLC site communities about Texas ACE program updates; 2.2. Launch a 21st CCLC Parent Committee with cross-departmental programming; 2.3. Begin field experiences and partnership instructional rotations; 2.4. Adjust program services, supplemental staff development, as identified through ongoing program evaluation; 2.5. Begin planning summer programming; 2.6. Hyper monitor and document performance metrics against BOY baseline data; 2.7. Proactively solicit feedback and input from families, students and extracurricular clubs on local needs to be addressed within the Texas ACE program; 2.8. Adjust action plan(s) in accordance with program data; 2.9. Revise student goal-setting to reflect current achievement data; 2.10. Launch winter holiday self-paced activities and book clubs; 2.11. Connect families to community services including food security during the holidays; 2.12. Implement attendance strategies; and 2.13. Host monthly partner meetings.

Third-Quarter Benchmark

3.1. Continue communications with CCLC site communities about Texas ACE program updates; 3.2. Continue to provide program adjustments and staff development identified in action plan(s); 3.3. Recruit students and parents for the Texas ACE summer program; 3.4. Coordinate cross-departmental summer program services; 3.5. Begin purchasing academic enrichment supplies/materials for summer programming; 3.6. Conduct site reviews of student achievement data and state testing preparation plans by site coordinator; 3.7. Deploy an academic plan for site coordinators to work with after-school students on targeted subject areas during and after-school; 3.8. Begin work on STEM fair participation by all CCLC sites; 3.9. Continue to host monthly meetings with program partners to align rotational enrichment services; 3.10. Continuously monitor and document metrics; 3.11. Complete winter and spring data collections; 3.12. Coordinate annual strategic planning process in the fourth quarter.

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.

SAISD's Accountability, Research, Evaluation, & Testing (ARET) Department integrates survey research, program evaluation, data dissemination, and accountability-related services to help guide academic instruction, data management, and administrative decision-making. SAISD utilizes a structured evaluation approach that combines formative and summative measurements: Context, Input, Process, and Product—CIPP. Through ARET, SAISD will hire a part-time ACE 21st CCLC program evaluator to ensure that grant implementation strategies are delivered with utmost fidelity and high impact. The program evaluator will document student assessments, staff professional development, and other performance metrics to monitor, inform, and improve SAISD 21st CCLC implementation. Program evaluation will be supervised within the ARET department in collaboration with ACE program staff. The 21st CCLC Program Director will establish legacy documents with curricular program expectations, TEKS alignments, service model, safety practices, instructional calendar, parent activity calendar, communication protocols, monitoring and evaluation services, partnership resources, and instructional resource roll-out. In tandem with the 21st CCLC Program Director, ACE program staff will utilize digital project management tools to plan and monitor program SMART Goals, activity implementation, evaluation metrics, milestones, and partnership deliverables. In alignment to the SMART goal, each 21st CCLC site will have an individualized implementation plan that incorporates the unique needs of its students and parents, as articulated by the campus principal and parent and student surveys. Program implementation will be reviewed at the bi-weekly SAISD site coordinator meetings. As needed, action plans will be designed by 21st CCLC site coordinators in partnership with campus principal to identify new strategies to support targeted academic interventions/reinforcement, program attendance, discipline referrals, and overall program participation by students and parents to ensure the viability of the program services and achievement as identified in the 21st CCLC Campus Plans. In collaboration with SAISD's District Grants Department, the ACE Project Director will utilize AmpliFund, an integrated software program, for administering and monitoring grant-related activities on a biweekly basis including monitoring reports and site visit notes of each site.

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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.

A) SAISD conducted a needs assessment utilizing a variety of data elements to identify the targeted campuses based on various factors such as: 1) representation of all district areas, covering a larger service area of the district; 2) high student poverty rates; 3) low student performance on STAAR; 4) median household incomes of students' families; 5) historical data on family needs for after-school services; 6) academies (K-8) whose enrichment offerings are currently limited; 7) middle schools and academies for transition support into high school, and 8) schools that have had low performance and low attendance in after school programs. In the proposed project, the following ten SAISD campuses were selected, Sarah King Elementary (K-5), JT Brackenridge Elementary (PK-5), Fenwick Academy (PK-5), Herff Academy (PK-5), Foster Academy (PK-5), Douglass Academy (PK-5), Japhet Academy (K-8), Hirsch Elementary (K-5), Davis Middle School (6-8), and Rogers Academy (K-8). To involve the communities of these campuses and determine center-level needs, SAISD announced its interest in applying for this grant competition to the schools and its families via SAISD published community-posted fliers, in both English and Spanish, on the campuses' websites, direct email, district website, and robo-calls from campuses. Parents were then invited to provide their input on the types of programs they would like their children to attend. Parents and families of the proposed campuses were surveyed in late November 2020 to early December 2020. Seventy-two percent (72%) of respondents indicated that they were not currently using their campus after-school program and some families (15%) cited cost as the reason for non-participation. For those families not using their campus after-school program, many reasons were listed but most (34%) stated that they did not know about the after-school program. Parents primarily requested tutoring in the core subject areas, such as reading (78%) and mathematics (76%); homework assistance (73%); and technology education, such as STEM, coding and Career Technical Education pathway awareness (66%). This cross-departmental family service model in the SAISD 21st CCLC is an integrated approach with comprehensive parent and guardian support services that provide adult educational, workforce, and community resources available during and after-school such as utilizing the digital student learning platforms, how to support distance learning at home, digital citizenship, STEM opportunities, GED assistance, technology and financial literacy, as well as soft skills for employment such as resume writing and interviewing.

B) The schools selected to participate in this grant have met the need-based criteria as evidenced by their demographic data and shared root causes for academic performance. Out of these ten campuses, 70% serve families whose median household income is less than \$30,000 annually and 90% of these campuses received an 'F' in the Student Achievement score (2018-19 TEA Accountability Ratings). While none of the campuses selected qualified for the School Improvement for Comprehensive Campus funding, five have a Targeted Improvement Plan and two have a Campus Turnaround Plan for continued low performance and the remaining have demonstrated low performance in given domains. All schools participate in free and reduced lunch and serve at-risk student populations. In addition to the aforementioned selection criteria, the proposed campus data was presented to SAISD's Equity Officer affirming that the selected campuses met the highest-need and equity standards.

C) Grant-funded Site Coordinators will work with teachers using assessment data and classroom observation to determine students most in need and work to recruit and retain these students and design programming to support their needs. Family Engagement Specialists will maintain contact with parents and families to determine best ways to support student achievement through content deepening and/or community adult education workforce support and work as a liaison between the campus, district and community agency.

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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.

Currently, SAISD offers after school programming for seventy-one elementary and middle schools. These services are provided through a City of San Antonio partnership. Although these services are limited in scope, the findings are positive. From 2016-2019 STAAR Reading results in grades 3-8 have shown that students attending the after school program have outperformed students not participating since 2018, 97% of students in the after school program have zero disciplinary incident reports. Students in the program are more likely to be promoted to the next grade level. The ten campuses identified as proposed SAISD 21st CCLC sites have participated in the overall district after-school program but their results have been negatively impacted by decreased participation and limited academic services that provide targeted academic supports by highly-qualified staff. Through the proposed SAISD ACE 21st CCLC program, participating students will receive supplemental out-of-school focused academic support and enrichment to improve their academic success.

In serving 1,065 K-8 students with a dual-generation, cross-departmental family service model to provide access to essential resources, we expect to increase student performance and support parental involvement to this end. SAISD will implement tutoring facilitated by certified teachers; dedicated homework time and space to encourage homework completion; and engaging enrichment programs to support literacy and mathematics through STEM, arts and music, culinary arts, as well as health and nutrition. These strategies will ensure that 90% of participating students in the 21st Century Grant ACE Program meet passing requirements for promotion to the next grade level and at least a 10% increase in STAAR performance. The program will support increased academic achievement by ensuring a transition from in-school classroom learning to after-school programming through scope and sequence alignment and student goal-setting tracking system that will facilitate continued growth and communication. Extracurricular programs also serve to engage students in activities such as service learning and project-based learning that promotes student-choice, positive self-esteem, and student agency. Further, students will have opportunities to develop social skills and 21st Century competencies: creativity, critical thinking, communication, collaboration; and reinforce the strategies and skills required for academic success. ACE site coordinators will engage in ongoing communication with teachers on student achievement, grades, and behavior to target support in the after-school program. A quarterly report will be provided to administration and teachers on student participation and achievement in the grant-funded program. SAISD ACE staff will implement strategies to positively acknowledge and encourage attendance, good behavior and student achievement. Partnerships with community institutions will support programming that promotes students' self-identification in STEM careers through real-world, professional role models that motivate students to increase their school attendance, model positive behaviors, and study habits.

Additionally, families will be encouraged to maintain their students' attendance through informal agreements outlining the program purpose, recommended 'dosage' for greatest impact, as well as other attendance incentives targeting students. Site coordinators and teachers who are providing tutoring and enrichment programming become "parent partners" as they have opportunities to establish and nurture relationships with students and their families in the after-school and summer environment that may not exist without the program. This connection enables continued contact with families to provide focused support from the school day to after-school. As such, there will be an increase in daily attendance as continuation of services is maintained. This type of communication serves as an early alert system to identify and intervene with students exhibiting at-risk behaviors. Subsequently, after-school providers will maintain communication with teachers regarding school-day activities including academic and behavioral performance in order to serve as a bridge to parents and allow the key adults in students' lives to work together constructively. Using the Right Question School-Family Partnership Strategy (Santana et al., 2016) site coordinators will work with teachers and parents to greatly enhance their ability to partner more effectively on students' behalf and Arnstein's (1969) Ladder of Citizen Participation, which details the difference between being involved and being a full partner.

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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.

In support of academic achievement and overall success, the SAISD 21st CCLC will provide participating students with focused instruction led by teachers in rotation; align support with Curriculum, Instruction, & Assessment; goal-setting and monitoring; master teacher supports; volunteer organizational mentoring; after-school Canvas courses, and integrated literacy-based STEM lessons. Due to the ongoing pandemic, all of the aforementioned services will be available to students and parents online as needed. In alignment with student's school-day curriculum, ACE site coordinators will collaborate with students' classroom teachers to facilitate student goal-setting and tutoring in the SAISD ACE 21st CCLC program.

The SAISD Extended Day Program (EDP) seeks to engage students in 21st Century learning, outside of school hours, which builds students' awareness of various career pathways. The proposed program will support STEM learning, leverage students' use of technology as a means of creation and innovation, and will build students' and parents' understanding of high school courses and certifications that lead to STEM career pathways. In addition, the SAISD ACE 21st CCLC program will provide cultural diversity, support the STEM career pathway for both girls and rising high school students, as well as providing the social-emotional learning skills which prepare students for the rigor of high school, college, and beyond. In coordination with ACE staff, EDP will work with the Student Support Services to provide targeted support for at-risk students including their continued engagement and enrollment in the SAISD ACE 21st CCLC.

To meet the SMART Goals and performance measures, the SAISD 21st CCLC enrichment activities will focus on tutoring support for the core content areas, such as English Language Arts/Reading and Mathematics, as well as the homework assistance and technology education through STEM project-based learning. Students will attend STEM clubs based on their interests, including options such as 'Making with a Purpose' club, in which middle school students use tools and engineering to design a project to help their community at large. Participating students will deepen their understanding of STEM careers and commence student STEM career self-identification to begin their STEM-focused high school pathway.

For middle school students on the verge of their high school transition, robotics clubs and teams give students an opportunity to experiment with electrical, mechanical and software engineering by solving design problems such as 'How to Transport Materials on Mars' through St. Philip's College's (SPC) Science and Math Summer Academy (SAMSA). These hands-on experiences provide the opportunities to develop content understanding, work in groups, and construct presentations eligible for competitive participation in science fairs.

In support of SAISD ACE 21st CCLC after-school program, the Project Director and EDP will utilize cross-departmental supports such as Library Media Services and book clubs; Gifted and Talented Education to provide support on student science fair projects; Advancement Via Individual Determination (AVID) to provide student study skills; and Bilingual Education to support linguistic accommodations and resources.

Finally, grant-funded family engagement services will enable parents to learn about ways in which they may enhance their students' learning and agency through access to and use of digital resources; support of student study habits; strategies to increasing recreational reading; positive digital citizenship habits; and activities which support student social and emotional learning. All family engagement services and resources will be available in both English and Spanish.

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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

SAISD is applying for priority points under this grant application through its partnership with St. Philip's College, the Tobin Center, and Culinary Health Education for Families (CHEF) in areas most requested by parents surveyed. Please find our fully-executed partnership Memorandums of Understanding, attached to this grant application. Through this grant, middle school students will participate in full-day, inquiry-based STEM education summer programming to foster: STEM career self-identification, develop academic skills and design principles, as well as increased student interest in pursuing their postsecondary education in STEM fields. St. Philip's College (SPC), a Minority Serving Institution, is both a Historically Black College and a Hispanic Serving Institute. The SPC Center of Excellence for Science provides the Science and Math Summer Academy (SAMSA) for local youth. SAMSA, an immersive campus-based informal science program, is designed to increase academic capacity for and pursuit of Science, Technology, Engineering and Mathematics (STEM) careers in underrepresented minorities. SAMSA is a three-week program that brings in a diverse population of students and exposes them to interdisciplinary STEM problems in seven disciplines, including computer science, under the direction of a college instructor. SPC uses a TEKS-aligned mathematics software to establish baseline data. In addition, a one-week robotics camp will be hosted by SPC for participating SAISD students. The Tobin Center's mission is to provide access to the arts and arts education for the entire community. Generation NEXT removes barrier to arts participation by providing a diverse range of free cultural, educational, and artistic experiences. The Tobin Center focuses on the following: 1) Reaching students in ways that they are not otherwise being reached; 2) Connect students to themselves and each other; 3) Transform the environment for learning; 4) Provide learning opportunities for the adults in the lives of young people; 5) Provide new challenges for those students already considered successful; and 6) Connect learning experience to the real world. In support of the program, the Tobin Center will provide participating students with 'Artist Interactions,' in-person or virtual, access to virtual or pre-recorded performances, building tours, as well as arts integration workshops for SAISD parents and family members. CHEF offers engaging, hands-on classes in 'Teaching Kitchens' throughout San Antonio. CHEF trains and certifies educators to provide its TEKS-aligned curricula to thousands of students with ages ranging from Pre-K to High School. These classes are designed to provide an effective and culturally relevant pathway to deliver nutrition knowledge, culinary literacy, and practical tools to inspire and empower families to cook confidently at home. In support of the program, CHEF will provide training, mentoring, and CHEF instructor certification to up to 30 SAISD instructors (three instructors/per participating campus) as well as ongoing resources and support in order to ensure their ability to effectively teach CHEF classes at designated community learning centers. Training and support will consist of up to nine training and mentoring hours per instructor, per CHEF course. Instructor training would include online orientation; training on the CHEF curricula and nutrition science; sports nutrition, general culinary nutrition, garden-based nutrition; recipe preparation; up to six hours of co-teaching and mentoring for each instructor; CHEF-designed 'Kitchen Kits;' and a survey-based impact analysis of program such as student nutrition knowledge, culinary and nutrition skills, cooking/ eating behaviors, and self-efficacy.

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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.

All 21st CCLC activities and services will model evidence-based practices and contemporary research findings to boost the overall academic career and wellbeing of participating students through the Texas Effective Schools Framework, SAISD (Bi)Literacy model, SAISD Instructional Frameworks, and the Texas K-12 STEM Framework. Additionally, the SAISD ACE 21st CCLC program will implement best practices outlined in the Texas ACE Blueprint 2020-2021, as published by the Texas Education Agency. These best practices will enable students to improve their academic performance; become resilient, self-confident, and self-aware (e.g. Social-Emotional Learning); and build their intellectual curiosity (e.g. STEM activities). As recommended by the College Readiness & Career Success Center, career readiness strategies are embedded in after-school enrichment programming including the following best practices: academic support, career path exposure, the development of employability skills (e.g. 21st Century technology and social-emotional skills), as well as increased exposure to high school level CTE programs (2019 Afterschool Programming as a Lever to Enhance and Provide Career Readiness Opportunities, American Institutes for Research).

The ACE Project Director will oversee the program evaluation and progress monitoring of all grant deliverables. The SAISD ACE Team consisting of the Project Director, Site Coordinators, and Family Engagement Specialist will coordinate and collaborate with all stakeholders to align in-school and after-school curricular programming, academic goal-setting, student achievement data, and parent/guardian engagement to best address student needs. The ACE Team will meet regularly with site administrators and attend Professional Learning Communities to ensure that after-school activities are tailored to support students who may be struggling with certain academic areas. The ACE Family Engagement Specialist and Site Coordinators will network with the campus Family Engagement Specialists to incorporate a strong parental engagement component into the programming. They will also work closely with the SAISD Adult and Community Education Department to provide 425 parents and guardians with educational opportunities, community resources, and access to certification classes.

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.

During the Fall and Spring terms, all SAISD ACE 21st CCLC sites will be based at students' home campuses and there will be no additional transportation needs for the beginning of the after-school program.

During the Summer term, middle school students from Davis Middle School, Japhet Academy, and Rogers Academy will need transportation to an adjunct site included on the Center Operations Schedule attachment. SAISD site coordinators will oversee the sign-in and sign-out procedures and will accompany students to summer enrichment programming at St. Philip's College. Site coordinators will actively monitor students when traveling to and from the adjunct site to ensure that they comply with all of the expectations outlined in the SAISD Student Code of Conduct including following the driver's instructions at all times, boarding and leaving the vehicle in an orderly manner, exhibiting good manners toward all others on the bus, maintaining safety near bus windows, and using caution before crossing the street upon exiting the buses, etc.

To ensure a safe and healthy learning environment, all after-school staff and students will abide by the SAISD Student Safety Protocols and adjustments due to the ongoing pandemic including required health monitoring, use of personal protective equipment, social distancing, hand sanitizing and hand washing, disinfecting work spaces required, and curbside pick-up. In addition, SAISD Transportation Department will implement the Safe Practices Guidelines for COVID-19: Social distancing and masks required, one student seated in every other seat near window, same home students together, every other window open, and sanitizing after each run.

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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.

SAISD will use a full-range of promotional resources and blended (e.g. online, offline) approach to disseminate essential grant information about the 21st Century community learning centers and associated events. A dedicated grant program website and social media channels will be constructed to ensure ongoing, easily-accessible, and timely information to the surrounding communities. In addition, a course will be developed through Canvas, a learning management system, will be developed to provide a comprehensive curricular approach of the proposed after-school program. This will include project location, hours, goals, and enrollment availability. Also, SAISD will utilize traditional telecommunications to provide communities with up-to-date information regarding their student's 21st CCLC program participation. Further, each campus hosting a 21st CCLC site will post information on its website regarding the after-school and summer enrichment program. All informational materials will be provided in both English and Spanish.

A targeted marketing plan will address the needs and requests of SAISD 21st CCLC area parents and provide engagement activities through a representative committee for working parents and/or a Parent Leadership Academy via a dedicated feedback website, after-school Canvas account (e.g. digital newsletter), in collaboration with the Family Engagement Specialist and SAISD Family Engagement Department. In collaboration with campus-based ACE staff, the Project Director will provide regular outreach to key stakeholders such as SAISD central office staff, campus staff, partner organizations, and other community leaders.

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 strives to coordinate complementary academic programming with all grant-funded initiatives for maximum impact on student outcomes, improved program sustainability, as well as supplementing existing enrichment programs. As such, SAISD's ACE 21st CCLC program will complement multiple enrichment programs currently in place. Notably, SAISD operates the After-School Challenge program, as funded by the City of San Antonio, which provides after-school enrichment to SAISD students. While the project has seen success in providing structured academic assistance to students, there is misalignment with the regular school day due to lack of personnel with the capacity to coordinate such alignment. The Project Director and Site Coordinators will serve as the human capital needed to structure programming that is intentional and specific to individual students' need. Additionally, the SAISD Parent & Family Engagement department has established a strong foundation of evidence-based practices and processes from which the SAISD 21st CCLC Family Engagement Specialist can build. Title I funds provide funding for one Parent and Family Engagement Liaison (PFL) at each campus. These PFLs foster parental and community engagement at their campus. The SAISD 21st CCLC Family Engagement Specialist will work closely with campus PFLs to provide participating parents with information, assistance, and counsel. Moreover, SAISD's proposed 21st CCLC initiative will be bolstered by the SAISD Master Teacher Initiative, funded by the U.S. Dept. of Education, through the identification and strategic use of high-effective educators to target struggling and high-need students. Master Teachers will be placed in 21st CCLC sites as a value-added academic intervention strategy. Additionally, SAISD campuses are allotted Title I funding which enriches its public educational offerings, some of which will be leveraged through this project by participating campus leadership. Further, SAISD's Child Nutrition Department will provide free, fresh, and nutritionally-balanced meals and snacks to all SAISD students participating in the SAISD ACE 21st CCLC program (National School Lunch Act).

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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.

To ensure the sustainability of the proposed grant program, the SAISD 21st CCLC Campus-based Implementation Plans will include a local sustainability section to incorporate early budgetary planning as part of its overall design. The evaluation of specific strategies implemented are reviewed for continued implementation based on available funding from the campus or district. This is why the grant design is aligned to the District's Five-Year Goals with the intent that the lessons learned are systematically woven into the schools' overall program as it impacts student achievement, STEM education, family engagement, and enrichment programming. Teachers at each campus will receive training in STEM curriculum lesson design. Any equipment purchased will be available for teachers to use during and after the grant period. Additionally, the culture of STEM, service-learning, wellness, and parent support will have been established at the CCLC sites and will continue to be supported by campus leadership.

Through our continued partnership with the City of San Antonio's Department of Human Services' After-School Challenge Program, SAISD is committed to infusing the positive aspects to support project sustainability and leverage other district outside agency resources to provide ongoing support.

The SAISD Foundation, a 501(c)(3) nonprofit, leverages community and philanthropic giving to support SAISD students with expanded educational experiences, such those STEM and Fine Arts enrichments proposed to be provided within the SAISD ACE 21st CCLC program. In partnership with district and campus leadership, the SAISD Foundation aims to sustain and expand effective, high-quality educational enrichment for SAISD students who would not have access to these educational opportunities otherwise.

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)

SAISD utilizes volunteers to support campus activities, teachers, and other enrichment programs made possible through the involvement of those surrounding communities. Campus-based Volunteer Liaisons recruit community members from the school's parent/guardian base, local businesses, military bases, colleges and universities, governmental agencies, as well as civic and other community groups. The SAISD 21st CCLC will task its ACE site coordinators to build upon existing community and organizational support for increased impact.

All volunteers are recruited and screened in accordance with Administrative Procedure G8: 'Organizing, Implementing, and Maintaining Mentor Programs.' The screening process requires written forms including a recommendation or application form as well as the authorization for release of criminal history records information. SAISD requires all school volunteers to observe, maintain, and protect the confidentiality of any student or family information as well as privileged information regarding staff members, parents, or others as provided by FERPA as well as all applicable federal and state laws.

The SAISD ACE 21st CCLC program will advance its goals of improving student outcomes by actively soliciting the participation of citizens of the SAISD community. The ACE Site Coordinators and Family Engagement Specialist will work with each campus Parent Family Liaison to create meaningful, productive roles in which volunteers serve the students of SAISD. Although volunteers and volunteer organizations will vary from 21st CCLC site, each campus will rely on volunteers to further support academics (i.e. tutors, mentors, enrichment), enrichment activities (i.e. sports, cultural arts), as well as fundraising support and parent engagement opportunities.

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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.

SAISD Extended Day Program (EDP) will work with campus leadership and the ACE Program Director to identify and provide targeted recruitment for 1,065 students, especially students at-risk. The Program Director will work with each campus' principal and its State Compensatory Education coordinator to supplement interventions of those at-risk and struggling students. To retain these high-need students, provided supplemental services may include but are not limited to targeted tutorials, computer-assisted instruction, STAAR and/or EOC remediation, goal-setting sessions, study skill sessions, information meetings for families, and individualized instruction.

The SAISD ACE Team will collaborate with school day teachers to align their programming with school day lessons and solicit parent and student feedback to target resources to best support students' needs. The program will be marketed through school and community events such as Back to School night and Meet the Teacher as well as through communications such as fliers, mailers, emails and phone calls to parents. These communications will clearly outline the program offerings and explicitly state the potential benefits to students. Before a program begins the meeting times will be clearly communicated to parents and both students and parents will be asked to commit to attend all sessions. Throughout the fall semester site coordinators will work to document and analyze student attendance and gather feedback from students and parents as well as those informal student attendance agreements. This data and agreements will serve to inform plans for spring and summer programming, ensuring that programs are engaging and impact for students. By utilizing campus teachers to administer programming and certifying site coordinators are well-versed in the needs of students to include asynchronous student support using the district's learning management system, the program will communicate the relevancy for attendees to positively impact participant retention.

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.

Factors used to determine center level operations schedules includes the prescribed grant-funded staff allocations, district calendar, staffing cost-benefit analysis, required student-to-staff ratio, affordability of parent-requested enrichment activities, priority for high-quality staff, as well as leveraging cross-departmental services and community organization supports.

At each 21st CCLC center, school year programs will operate for a total of 38 weeks, beginning on August 9, 2021 and ending on June 2, 2022. Programs will begin immediately after school ends and run for 2.5 hours per day, Monday through Friday, for a total of 12.5 hours of programming per center per week. School year programming will consist of academic activities (i.e. tutoring, book clubs, Canvas support), extracurricular enrichment (i.e. STEM, 21st Century technology, computer science, cultural arts, and content integration lessons) as well as a fresh, nutritious meal for participating students. At each 21st CCLC center, summer programs will operate for a total of five weeks, from June 6, 2022 to July 8, 2022. Programs will be offered for four hours per day, from 8:00AM - 2:00PM, Monday through Friday, for a total of 20 hours per week. Summer programming will include STEM-focused enrichment camp for middle school students hosted at adjunct site, St. Philip's College, as well as TEKS-aligned educational field trips for all ages including but not limited to local historical sites, museums, as well as science and fine arts centers.

Each SAISD 21st CCLC site will be staffed by one full-time Site Coordinator, supplemental part-time ACE staff, as well as off-duty teachers and/or volunteers who will provide added academic support and mentorship. The SAISD 21st CCLC will maintain 15:1 student-to-instructor ratio. All ten sites will share a full-time Family Engagement Specialist. All staff will be overseen by the Project Director and the Extended Day Program Director.

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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"/>

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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.	Salaries & Benefits for required staff to implement and deliver the program	\$984,514
2.	Salary & Benefits for FTE Department Clerk to provide administrative support of the program	\$44,018
3.	Salary & Benefits for PTE Program Evaluator to analyze and assess the program at 10 sites	\$30,000
4.	Salaries & Benefits for supplemental PTE staff to implement and deliver the program	\$135,416
5.	Extra-duty pay for teachers working beyond their contracts to provide academic support	\$250,195

Professional and Contracted Services

6.	Arts integration training for 21st CCLC ACE Staff	\$12,000
7.	Delivery of services for Science & Math Summer Academy (SAMSA) and Robotics program	\$49,221
8.		0
9.		0
10.		0

Supplies and Materials

11.	Supplies & materials for academic enrichment, e.g. STEM, culinary arts, fine arts, etc.	\$67,738
12.	Supplies & materials for family engagement activities	\$2,000
13.	Technology for grant-funded personnel	\$3,000
14.		0

Other Operating Costs

15.	Promotional materials for family engagement events	\$2,000
16.	Admission & transportation for educational field trips and transportation for summer academy	\$40,000
17.	Travel and registration for required TEA grant trainings	\$1,000

Capital Outlay

18.		0
19.		0
20.		0

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

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Center Operations Schedule

County-district number or vendor ID: 015907

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	015907-043	Davis Middle School, 4702 E. Houston St., San Antonio, TX 78220 Phone: (210) 978-7920	N/A	6 th -8 th	60	24
2	015907-119	Douglass, 318 Martin L. King Dr., San Antonio, TX 78203 Phone: (210) 228-3315	N/A	PK-8 th	66	26
3	015907-123	Fenwick, 1930 Waverly Ave., San Antonio, TX 78228 Phone: (210) 438-6540	N/A	PK-8 th	98	39
4	015907-125	Foster, 6718 Pecan Valley Dr., San Antonio, TX 78223 Phone: (210) 438-6855	N/A	PK-8 th	98	39
5	015907-132	Herff, 996 S. Hackberry St., San Antonio, TX 78210 Phone: (210) 228-3330	N/A	PK-8 th	90	36
6	015907-137	Hirsch, 4826 Sea Breeze Dr., San Antonio, TX 78220 Phone: (210) 978-7985	N/A	PK-5 th	75	30
7	015907-141	Japhet, 314 Astor St., San Antonio, TX 78219 Phone: (210) 228-3345	N/A	PK-8 th	200	80
8	015907-144	Sarah King, 1001 Ceralvo St., San Antonio, TX 78207, Phone: (210) 978-7990	N/A	PK-5 th	113	45
9	015907-161	Rogers Academy, 620 Mcilvaine St., San Antonio, TX 78212 Phone: (210) 738-9825	N/A	PK-8 th	130	52
10	015907-110	JT Brackenridge, 1214 Guadalupe St., San Antonio, TX 78207 Phone: (210) 978-7950	N/A	PK-6 th	135	54

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	015907-043	Davis Middle School, 4702 E. Houston St., San Antonio, TX 78220				6 th -8 th	60	24				
Feeder	N/A	N/A				N/A						
Feeder	N/A	N/A				N/A						
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>		N/A		N/A		N/A						
Fall Term		08/09/21		12/17/21		18 weeks						
Spring Term		01/11/22		06/02/22		20 weeks						
Summer Term		06/06/22		07/08/22		5 weeks						
Total number of weeks:						43 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			3:30	6:00			3:30	6:00	8:00			2:00
Tuesday			3:30	6:00			3:30	6:00	8:00			2:00
Wednesday			3:30	6:00			3:30	6:00	8:00			2:00
Thursday			3:30	6:00			3:30	6:00	8:00			2:00
Friday			3:30	6:00			3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				24			
Adjunct Sites, If applicable (site name and full address)	St. Philip's College – 800 Quintana Road, San Antonio, TX 78211 Middle School Students can attend a four-week, full day inquiry-based STEM education summer program at the St. Phillips College. Students will be engaged in the Science and Math Summer Academy SAMSA and Robotics programs to foster STEM career self-identification and participation; and will develop academic skills, engineering design principles, and interest to pursue postsecondary education.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.											
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.											

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	015907-119	Douglass, 318 Martin L. King Dr., San Antonio, TX 78203					PK-8 th	66	26			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			N/A			N/A			N/A			
Fall Term			08/09/21			12/17/21			18 weeks			
Spring Term			01/11/22			06/02/22			20 weeks			
Summer Term			06/06/22			07/08/22			5 weeks			
Total number of weeks:									43 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			3:30	6:00			3:30	6:00	8:00			2:00
Tuesday			3:30	6:00			3:30	6:00	8:00			2:00
Wednesday			3:30	6:00			3:30	6:00	8:00			2:00
Thursday			3:30	6:00			3:30	6:00	8:00			2:00
Friday			3:30	6:00			3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.											
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.											

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	015907-123	Fenwick Academy.1930 Waverly Ave., San Antonio, TX 78228					PK-8 th	98	39				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>			N/A			N/A			N/A				
Fall Term			08/09/21			12/17/21			18 weeks				
Spring Term			01/11/22			06/02/22			20 weeks				
Summer Term			06/06/22			07/08/22			5 weeks				
Total number of weeks:									43 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			3:30	6:00			3:30	6:00	8:00			2:00	
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Wednesday			3:30	6:00			3:30	6:00	8:00			2:00	
Thursday			3:30	6:00			3:30	6:00	8:00			2:00	
Friday			3:30	6:00			3:30	6:00					
Saturday													
Sunday													
Total Hours Per Week:	12.5				12.5				24				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.												
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.												

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015907-125	Foster Academy, 6718 Pecan Valley Dr., San Antonio, TX 78223					PK-8 th	98	39				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>			N/A			N/A			N/A				
Fall Term			08/09/21			12/17/21			18 weeks				
Spring Term			01/11/22			06/02/22			20 weeks				
Summer Term			06/06/22			07/08/22			5 weeks				
Total number of weeks:									43 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			3:30	6:00			3:30	6:00	8:00			2:00	
Tuesday			3:30	6:00			3:30	6:00	8:00			2:00	
Wednesday			3:30	6:00			3:30	6:00	8:00			2:00	
Thursday			3:30	6:00			3:30	6:00	8:00			2:00	
Friday			3:30	6:00			3:30	6:00					
Saturday													
Sunday													
Total Hours Per Week:	12.5				12.5				24				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.												
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.												

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	015907-132	Herff, 996 S. Hackberry St., San Antonio, TX 78210					PK-8 th	90	36			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			N/A			N/A			N/A			
Fall Term			08/09/21			12/17/21			18 weeks			
Spring Term			01/11/22			06/02/22			20 weeks			
Summer Term			06/06/22			07/08/22			5 weeks			
Total number of weeks:									43 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			3:30	6:00			3:30	6:00	8:00			2:00
Tuesday			3:30	6:00			3:30	6:00	8:00			2:00
Wednesday			3:30	6:00			3:30	6:00	8:00			2:00
Thursday			3:30	6:00			3:30	6:00	8:00			2:00
Friday			3:30	6:00			3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.											
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.											

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	015907-137	Hirsch, 4826 Sea Breeze Dr., San Antonio, TX 78220					PK-5 th	75	30				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>			N/A			N/A			N/A				
Fall Term			08/09/21			12/17/21			18 weeks				
Spring Term			01/11/22			06/02/22			20 weeks				
Summer Term			06/06/22			07/08/22			5 weeks				
Total number of weeks:									43 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			3:30	6:00			3:30	6:00	8:00			2:00	
Tuesday			3:30	6:00			3:30	6:00	8:00			2:00	
Wednesday			3:30	6:00			3:30	6:00	8:00			2:00	
Thursday			3:30	6:00			3:30	6:00	8:00			2:00	
Friday			3:30	6:00			3:30	6:00					
Saturday													
Sunday													
Total Hours Per Week:	12.5				12.5				24				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.												
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.												

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	015907-141	Japhet Academy, 314 Astor St., San Antonio, TX 78219					PK-8 th	200	80			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			N/A			N/A			N/A			
Fall Term			08/09/21			12/17/21			18 weeks			
Spring Term			01/11/22			06/02/22			20 weeks			
Summer Term			06/06/22			07/08/22			5 weeks			
Total number of weeks:									43 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			3:30	6:00			3:30	6:00	8:00			2:00
Tuesday			3:30	6:00			3:30	6:00	8:00			2:00
Wednesday			3:30	6:00			3:30	6:00	8:00			2:00
Thursday			3:30	6:00			3:30	6:00	8:00			2:00
Friday			3:30	6:00			3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				24			
Adjunct Sites, If applicable (site name and full address)	St. Philip's College – 800 Quintana Road, San Antonio, TX 78211 Students in 6 th Grade can attend a four-week, full day inquiry-based STEM education summer program at the St. Phillips College. Students will be engaged in the Science and Math Summer Academy SAMSA and Robotics programs to foster STEM career self-identification and participation; and will develop academic skills, engineering design principles, and interest to pursue postsecondary education.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.											
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.											

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 8	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	015907-144	Sarah King, 1001 Ceralvo St., San Antonio, TX 78207				PK-5 th	113	45				
Feeder	N/A	N/A				N/A						
Feeder	N/A	N/A				N/A						
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>				N/A		N/A		N/A				
Fall Term				08/09/21		12/17/21		18 weeks				
Spring Term				01/11/22		06/02/22		20 weeks				
Summer Term				06/06/22		07/08/22		5 weeks				
Total number of weeks:								43 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			3:30	6:00			3:30	6:00	8:00			2:00
Tuesday			3:30	6:00			3:30	6:00	8:00			2:00
Wednesday			3:30	6:00			3:30	6:00	8:00			2:00
Thursday			3:30	6:00			3:30	6:00	8:00			2:00
Friday			3:30	6:00			3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.											
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.											

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	015907-161	Rogers Academy, 620 Mcilvaine St., San Antonio, TX 78212				PK-8 th	130	52				
Feeder	N/A	N/A				N/A						
Feeder	N/A	N/A				N/A						
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>		N/A		N/A		N/A						
Fall Term		08/09/21		12/17/21		18 weeks						
Spring Term		01/11/22		06/02/22		20 weeks						
Summer Term		06/06/22		07/08/22		5 weeks						
Total number of weeks:						43 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			3:30	6:00			3:30	6:00	8:00			2:00
Tuesday			3:30	6:00			3:30	6:00	8:00			2:00
Wednesday			3:30	6:00			3:30	6:00	8:00			2:00
Thursday			3:30	6:00			3:30	6:00	8:00			2:00
Friday			3:30	6:00			3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				24			
Adjunct Sites, If applicable (site name and full address)	St. Philip's College – 800 Quintana Road, San Antonio, TX 78211 Students in 6 th Grade can attend a four-week, full day inquiry-based STEM education summer program at the St. Phillips College. Students will be engaged in the Science and Math Summer Academy SAMSA and Robotics programs to foster STEM career self-identification and participation; and will develop academic skills, engineering design principles, and interest to pursue postsecondary education.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.											
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.											

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	015907-110	JT Brackenridge, 1214 Guadalupe St., San Antonio, TX 78207	PK-6 th	135	54
Feeder	N/A	N/A	N/A		
Feeder	N/A	N/A	N/A		

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>	N/A	N/A	N/A
Fall Term	08/09/21	12/17/21	18 weeks
Spring Term	01/11/22	06/02/22	20 weeks
Summer Term	06/06/22	07/08/22	5 weeks
Total number of weeks:			43 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			3:30	6:00			3:30	6:00	8:00			2:00
Tuesday			3:30	6:00			3:30	6:00	8:00			2:00
Wednesday			3:30	6:00			3:30	6:00	8:00			2:00
Thursday			3:30	6:00			3:30	6:00	8:00			2:00
Friday			3:30	6:00			3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Site Coordinators will be utilizing Canvas to provide asynchronous learning concurrently with in-person instruction for students enrolled in the 21 st Century CCLC. The Summer Program will include education field trips aligned to the Texas Essential Knowledge and Skills field trips to local historic sites, museum, and science/art centers.
Parent/Legal Guardian Activities	Parents/legal guardians will be invited to attend Parent Leadership Academies which will include opportunities to actively engage in literacy strategies, technology support, technology skills, family digital scrapbooking, field experiences, school and community guest speakers, and related educational development such as GED and/or ESL classes.

Memorandum of Understanding

Between
St. Philip's College
And
San Antonio Independent School District

This Memorandum of Understanding ("MOU") is entered into by and between **St. Philip's College (hereinafter, "SPC")** and the **San Antonio Independent School District (hereinafter, "SAISD")**. SAISD and SPC are also collectively referred to as "Parties" and singularly as "Party".

I.

Purpose and Background

The purpose of this MOU is to define the relationship between SPC and SAISD in providing academic and enrichment services during non-school hours for students and families under the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), Cycle 11, Year 1, grant program. This MOU is contingent on receiving a grant award from the Texas Education Agency for the 2021-2022 Nita M. Lowey 21st CCLC, Cycle 11, Year 1 program and to define the responsibilities of each party in the delivery of these services should an award be received. This MOU is an agreement to partner with SAISD to provide necessary oversight of these services at the community learning centers and/or adjunct site in compliance with grant requirements.

II.

Term/Cancellation

The term of this MOU will commence upon execution by the Parties, and will remain in effect through August 31, 2022 unless extension or earlier termination should occur pursuant to the terms of this agreement. This agreement may be renewed by mutual consent of the Parties for up to four (4) successive one (1) year terms (each, a "Renewal Term"). Any Renewal Term(s) shall be in writing and signed by the Parties.

SPC and SAISD understand and mutually agree that this agreement may be terminated by either Party upon giving thirty (30) days written notice to the other Party. Notice is said to be given when the written notice is received by the other Party.

III

Responsibilities of Each Party:

St. Philip's College:

1. Serve as an 21st CCLC academic and enrichment partner at designated community learning centers on Monday, Tuesday, Wednesday and Thursday. Services to begin June 27, 2022 to July 28, 2022, excluding SPC and SAISD holidays. Sessions will run 9 a.m. to 4 p.m. and will include the Science and Mathematics Summer Academy (SAMSA) and the Robotics Program.
2. Maintain ongoing, open communication with SAISD administration, teachers and staff.

3. Provide appropriate space at SPC Southwest Campus for execution of the SAMSA program. The Robotics program will be executed at an approved SAISD space.

San Antonio ISD:

1. Provide appropriate space for Partners to deliver services/program.
2. Collaborate with Partner to carry out monitoring and evaluation activities, such as record attendance, school district information and administration of surveys, in order to assess the effectiveness and overall quality of programs and services.
3. Provide Lego Mindstorm Robot kits for Robotics Program.

**IV.
COST**

The SAISD will compensate SPC in the amount of \$49,219 for the delivery of services outlined in the “Responsibilities of Each Party,” with a detailed partner budget listed under Appendix A. The projected cost per participating student is \$492.19.

**V.
RELATIONSHIP OF THE PARTIES**

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

**VI.
GOVERNING LAW**

Applicable Texas state law will govern this MOU and all obligations of and performance by the Parties hereunder. Neither Party waives any governmental powers or immunity by entering or performing under this MOU.

**VII.
ENTIRE MOU/AMENDMENT**

This MOU constitutes the entire agreement between the Parties for the purpose stated hereunder and supersedes all prior or contemporaneous agreements between the Parties, whether oral or written. No amendment, modification, or alteration of the terms of this MOU will be binding unless the same be in writing, dated subsequent to the date hereof, and duly executed and agreed to by all the Parties hereto.

EXECUTED this _____ day of _____, 2021, the EFFECTIVE DATE.

St. Philip's College
1801 Martin Luther King Drive
San Antonio, Texas 78213

By: 
Dr. Adena Williams Loston, President, St. Philip's College

APPROVED
AS TO FORM ONLY

GENERAL COUNSEL / ALAMO COLLEGES

APPROVED
By Ross Laughead at 1:03 pm, Jan 11, 2021

San Antonio Independent School District
141 Lavaca Street
San Antonio, Texas 78210

By: 
Pedro Martinez, Superintendent, San Antonio ISD

Budget
2022- 2026 SAISD grant service

Budget Justification Federal Request	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
A. Salaries and Wages						
Dr. Duncan-Mosier	\$6,480	\$6,480	\$6,480	\$6,480	\$6,480	\$32,400
Continuing Education instructors - 8 for SAMSA and 4 for Robotics.	\$19,650	\$19,650	\$19,650	\$19,650	\$19,650	\$98,250
TOTAL SALARIES AND WAGES	\$26,130	\$26,130	\$26,130	\$26,130	\$26,130	\$130,650
C. FRINGE - 15%	\$3,920	\$3,920	\$3,920	\$3,920	\$3,920	\$19,598
Science and Math Summer Academy (SAMSA) Student Instructional Assistants - 10 SPC students/yr will receive stipends as instructional assistants. SPC covers 20% of cost. Equivalent to hourly rate for work-study students - \$12.50.	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$42,000
Robotics Student Instructional Assistants - 5 SPC students/yr will receive stipends as instructional assistants. Equivalent to hourly rate for work-study students - \$12.50.	\$2,188	\$2,188	\$2,188	\$2,188	\$2,188	\$10,938
Total SPC Salaries, Wages and Fringe Benefits (A+B+C)	\$40,637	\$40,637	\$40,637	\$40,637	\$40,637	\$203,185
D. EQUIPMENT						
Physics expendable kits: rocketry (yrs 1,3,5) & Trebuchet (yrs 2,4)	\$650	\$1,431	\$650	\$1,431	\$650	\$4,812
Comp. Sci: Raspberry kits 4 starter kits with breadboards	\$3,192	\$0	\$0	\$0	\$0	\$3,192
Chemistry: Nanotech (Yrs 1,3,5) & Biofuels (Yrs 2,4)	\$600	\$200	\$600	\$200	\$600	\$2,200
Environmental: Solar Car kits (yrs 1,3,5) & Soil Science (Yrs 2,4)	\$530	\$300	\$530	\$300	\$530	\$2,190
Tshirts	\$775	\$775	\$775	\$775	\$775	\$3,875
General office supplies - pencils, notebooks, certificates, etc.	\$165	\$165	\$165	\$165	\$165	\$825
General support chemicals	\$100	\$100	\$100	\$100	\$100	\$500
Lego MINDSTORMS Robot Inventor kits -provided by SAISD	\$0	\$0	\$0	\$0	\$0	\$0
iPADs & HTC Vive VR headsets - no cost for use	\$0	\$0	\$0	\$0	\$0	\$0
Instrumentation/Robot systems with Teach pendant no cost for use	\$0	\$0	\$0	\$0	\$0	\$0
Solidworks CAD software & access to Advanced Manufacturing machinery- no cost for use	\$0	\$0	\$0	\$0	\$0	\$0
K'NEX Education Building kits - no cost for use	\$0	\$0	\$0	\$0	\$0	\$0

Budget
2022- 2026 SAISD grant service

No facilities cost	\$0	\$0	\$0	\$0	\$0	\$0
D. EQUIPMENT Total Cost	\$6,012	\$2,971	\$2,820	\$2,971	\$2,820	\$17,594
E. TRAVEL						
Field Trips entry fees (The Meadows [TSU] yr 1, 4) (Nat Bridge Caverns yr 2, 5) and yr 3 TBD	\$700	\$1,850	\$1,200	\$700	\$1,850	\$6,300
No fee for trips to different IHE campuses.	\$0	\$0	\$0	\$0	\$0	\$0
Field Trips box lunches - sandwich, chips, cookie and drink	\$600	\$600	\$600	\$600	\$600	\$3,000
E. TRAVEL Total Cost	\$1,300	\$2,450	\$1,800	\$1,300	\$2,450	\$9,300
F. PARTICIPANTS SUPPORT COST	\$0	\$0	\$0	\$0	\$0	\$0
Graduation Ceremony snacks/drinks	\$1,270	\$1,270	\$1,270	\$1,270	\$1,270	\$6,350
F. TOTAL PARTICIPANTS SUPPORT COST	\$1,270	\$1,270	\$1,270	\$1,270	\$1,270	\$6,350
G. OTHER DIRECT COSTS - N/A						
H. TOTAL DIRECT COSTS (A through G)	\$49,219	\$47,328	\$46,527	\$46,178	\$47,177	\$236,429
I. INDIRECT COSTS are different for the institutions						
I. TOTAL INDIRECT COSTS - SPC 15%						
J. TOTAL DIRECT AND INDIRECT COSTS (H+I)						
K. RESIDUAL FUNDS (N/A)						
L. AMOUNT OF THIS REQUEST (J)						

SPC will be paid a lump-sum amount annually for providing a Robotics and SAMSA program

Memorandum of Understanding

Between
The Tobin Center for the Performing Arts
And
San Antonio Independent School District

This Memorandum of Understanding (“MOU”) is entered into by and between The Tobin Center for the Performing Arts (hereinafter, “The Tobin Center.”) and the **San Antonio Independent School District (hereinafter, “SAISD”)**. SAISD and The Tobin Center are also collectively referred to as “parties” and singularly as “Party”.

I.

Purpose and Background

The purpose of this MOU is to define the relationship between The Tobin Center and the SAISD in providing academic and enrichment services during non-school hours for students and families under the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), Cycle 11 grant program. This MOU is contingent on receiving a grant award from the Texas Education Agency for the 2021-2022 Nita M. Lowey 21st CCLC, Cycle 11 program and to define the responsibilities of each party in the delivery of these services should an award be received. This MOU is an agreement to partner with SAISD to provide necessary oversight of these services at the community learning centers and/or adjunct site in compliance with grant requirements.

II.

Term/Cancellation

The term of this MOU will commence upon execution by the Parties, and will remain in effect through July 31, 2022 unless extension or earlier termination should occur pursuant to the terms of this agreement. This Agreement may be renewed by mutual consent of the Parties for up to four (4) successive one (1) year terms (each, a “Renewal Term”). Any Renewal Term(s) shall be in writing and signed by the Parties.

The Tobin Center and SAISD understand and mutually agree that this Agreement may be terminated by either party upon giving thirty (30) days’ written notice to the other party. Notice is said to be given when the written notice is received by the other party.

III

Responsibilities of Each Party:

The Tobin Center:

1. Serve as an 21st CCLC academic and enrichment partner at designated community learning centers at the date and time as per each arranged opportunity, to be scheduled in coordination with events contracted to The Tobin Center. Sessions will include Artist Interactions (virtual or in person), access to virtual and prerecorded performances, potential

scholarships to performances at The Tobin Center for the Performing Arts, building tours, and Arts Integration workshops for parents and families.

2. Maintain ongoing, open communication with SAISD administration, teachers and staff.
3. Work with SAISD administration, teachers, and staff in advance of potential opportunities in order to coordinate schedules with artists, casts, teaching artists, and/or other source, including notification of any schedule changes or cancellations.
4. Provide advance notice of any materials which students or teachers need for events.
5. Coordinate security clearance with SAISD for any visitors to SAISD sites.
6. Provide parking for buses in case of an opportunity on site at The Tobin Center for the Performing Arts.

SAISD:

1. Provide appropriate space for Partners to deliver services/program.
2. Collaborate with Partner to carry out monitoring and evaluation activities, such as record attendance, school district information and administration of surveys, in order to assess the effectiveness and overall quality of programs and services.
3. Copy and distribute materials and/or provide any supplies needed for student and /or teacher participation during events.
4. Provide monitoring and oversight of students at all times during Tobin Center events. At no time will any artist, cast member, teaching artist, or any employee of The Tobin Center be with students without an SAISD teacher or staff member present.
5. If an opportunity takes place at The Tobin Center for the Performing Arts, SAISD will provide transportation for the students to and from The Tobin Center.
6. Display the GenerationNEXT logo on notice materials for Tobin Center Events.

**IV.
COST**

If there are artist fees for any Tobin Center events, the SAISD will compensate The Tobin Center for the delivery of services. Any such fees will be communicated in advance and agreed upon prior to The Tobin Center booking an event with the artist.

**V.
RELATIONSHIP OF THE PARTIES**

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

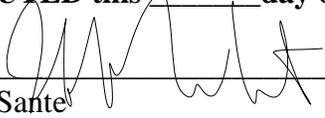
**VI.
GOVERNING LAW**

Applicable Texas state law will govern this MOU and all obligations of and performance by the Parties hereunder. SAISD does not intend to waive any governmental powers or immunity by entering or performing under this MOU.

**VII.
ENTIRE MOU/AMENDMENT**

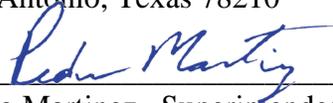
This MOU constitutes the entire agreement between the Parties for the purpose stated hereunder and supersedes all prior or contemporaneous agreements between the Parties, whether oral or written. No amendment, modification, or alteration of the terms of this MOU will be binding unless the same be in writing, dated subsequent to the date hereof, and duly executed and agreed to by all the Parties hereto.

EXECUTED this 6 day of January, 2021, the EFFECTIVE DATE.

By:  _____
Jeff LaSante

Vice President and Chief Financial Officer
The Tobin Center for the Performing Arts
115 Auditorium Circle
San Antonio, TX 78205
210-223-3333
jeff.lasante@tobincenter.org

SAISD
141 Lavaca Street
San Antonio, Texas 78210

By:  _____
Pedro Martinez, Superintendent

Memorandum of Understanding

Between
Culinary Health Education for Families
And
San Antonio Independent School District

This Memorandum of Understanding (“MOU”) is entered into by and between Culinary Health Education for Families and the **San Antonio Independent School District (hereinafter, “SAISD”)**. SAISD and CHEF are also collectively referred to as “parties” and singularly as “Party”.

I. Purpose and Background

The purpose of this MOU is to define the relationship between CHEF and the SAISD in providing academic and enrichment services during non-school hours for students and families under the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), Cycle 11 grant program. This MOU is contingent on receiving a grant award from the Texas Education Agency for the 2021-2022 Nita M. Lowey 21st CCLC, Cycle 11 program and to define the responsibilities of each party in the delivery of these services should an award be received. This MOU is an agreement to partner with SAISD to provide necessary oversight of these services at the community learning centers and/or adjunct site in compliance with grant requirements.

II. Term/Cancellation

The term of this MOU will commence upon execution by the Parties and will remain in effect through July 31, 2022 unless extension or earlier termination should occur pursuant to the terms of this agreement. This Agreement may be renewed by mutual consent of the Parties for up to four (4) successive one (1) year terms (each, a “Renewal Term”). Any Renewal Term(s) shall be in writing and signed by the Parties.

CHEF and SAISD understand and mutually agree that this Agreement may be terminated by either party upon giving thirty (30) days’ written notice to the other party. Notice is said to be given when the written notice is received by the other party.

III Responsibilities of Each Party:

CHEF:

1. Serve as an 21st CCLC academic and enrichment partner at designated community learning centers. CHEF will provide training, mentoring and CHEF instructor certification to up to 30 SAISD instructors as well as ongoing resources and support in order to ensure their ability to effectively teach CHEF classes at designated community learning centers. CHEF Services to be offered between September of 2021 and June of 2022, excluding SAISD

holidays. Training and support will consist of up to nine training and mentoring hours per instructor per CHEF course and will include the following:

- a. One-Hour on-line training/orientation in CHEF, CHEF Curricula and Nutrition Science;
 - b. Two-Hour hands-on training specific to three CHEF courses including: CHEF Sports Nutrition, CHEF Bites (general culinary nutrition) and Sow Health Gardening and Nutrition. Training in each course will include culinary skills, nutrition training and the preparation of at least one CHEF recipe;
 - c. Up to six hours of co-teaching and/or mentoring per instructor, per curriculum from a CHEF Certified Nutrition Educator to ensure instructor preparedness and program integrity;
 - d. CHEF Designed Kitchen Kits for each designated community learning center; Kits will include all culinary equipment and materials necessary to teach each CHEF course;
 - e. Guidance and logistical support for food ordering, supplies, equipment, and other operational aspects of instruction;
 - f. Impact analysis of program, to include the provision of pre- and post-surveys on-line or on-paper, for administration by instructors and analysis of program impact on student nutrition knowledge, culinary and nutrition skills and self efficacy and cooking and eating behaviors pre vs. post program participation.
2. Maintain ongoing, open communication with SAISD administration, teachers, and staff.

SAISD:

1. Provide appropriate space for Partners to deliver services/program.
2. Collaborate with Partner to carry out monitoring and evaluation activities, such as record attendance, school district information and administration of surveys, in order to assess the effectiveness and overall quality of programs and services.
3. Identify SAISD instructors for training and CHEF certification;
4. Source all food and paper products for classes, using CHEF provided logistical support and resources;
5. Manage all logistical aspects of teaching, strictly adhering to CHEF curriculum and processes
6. Where appropriate, facilitate garden construction per SOW Healthy guidelines;
7. Provide de-identified demographic data on all student participants for data analysis purposes ;
8. Maintain ongoing, open communication with CHEF administration to ensure program quality.

**IV.
COST**

The SAISD will compensate CHEF in the amount of \$19,500 for the delivery of services outlined in the “Responsibilities of Each Party.” CHEF will contribute \$22,200 of in-kind training services and an additional \$60,000 of direct food and supply costs will be absorbed by SAISD. A detailed partner budget listed under Appendix A. The projected cost per participating student is \$100 for all three CHEF courses.

V.
RELATIONSHIP OF THE PARTIES

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

VI.
GOVERNING LAW

Applicable Texas state law will govern this MOU and all obligations of and performance by the Parties hereunder. SAISD does not intend to waive any governmental powers or immunity by entering or performing under this MOU.

VII.
ENTIRE MOU/AMENDMENT

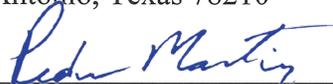
This MOU constitutes the entire agreement between the Parties for the purpose stated hereunder and supersedes all prior or contemporaneous agreements between the Parties, whether oral or written. No amendment, modification, or alteration of the terms of this MOU will be binding unless the same be in writing, dated subsequent to the date hereof, and duly executed and agreed to by all the Parties hereto.

EXECUTED this 7 day of January, 2021, the EFFECTIVE DATE.

Culinary Health Education for Families
250 E. Grayson, Suite C
San Antonio, TX 78215

By: 
Suzanne Mead Feldmann, President and Chief Executive Officer

SAISD
141 Lavaca Street
San Antonio, Texas 78210

By: 
Pedro Martinez, Superintendent

Appendix A

Detailed Budget: CHEF 21st Century Community Learning

CHEF Curriculum Overview: Three CHEF courses, each of which include a six to eight-lesson class targeting students in grades 6 - 12. Courses include CHEF Bites, which teaches general nutrition and culinary skills, CHEF Sports Nutrition, which teaches proper nutrition for the growing, athletic child and SOW Healthy, a gardening and nutrition course. Ideally, classes are taught once a week by an SAISD teacher or coach, who both teaches and role models the basics of good nutrition and culinary skills for students and student athletes, however classes are designed to be able to be taught by any adult. Each class includes a core nutrition lesson and culinary lesson embedded in a relevant recipe, which each student prepares along with the instructor. Each class ends with a review of key nutrition concepts and recipe tasting. Note: These classes may be offered in a classroom setting or teaching kitchen setting.

Actual Costs

Budget Category	Description	Cost	Cost Basis	Assumptions	Grand Total
Kitchen Kit	Knives, cutting boards, measuring tools and other culinary equipment necessary to teach the course. One Kitchen Kit is required per school.	\$250	Per School/Course (note \$200 for garden kitchen kit)	30 Kits total	\$ 7,000
Gardening Kit	Soil, landscape timbers, hardware and seeds necessary to build a small school garden.	\$250	Per School	10 Gardens	\$ 2,500
On-Line Training pre-requisite*	Required 1 hour training/orientation on CHEF Curricula and partner portal. Instructors must complete prior to hands-on class for certification.	\$80	Per Instructor (minimum 3 instructors per school) - One time training for all courses	30 Instructors	\$ 2,400
Hands-On Training*	Led by CHEF Team - 1.5 hour training in all aspects of CHEF Sports Nutrition curriculum. Training includes culinary skills and nutrition training and the preparation of at least one CHEF recipe	\$120	Per Instructor (minimum 3 instructors per school) Training required for each course.	90 Instructors	\$ 10,800
Co-Teaching and Mentoring for first three classes*	Up to 6 hours of co-teaching and/or mentoring per NEW school from a San Antonio Food Bank Nutrition Educator. This helps to ensure the quality of the program and the instructor's ability to teach CHEF classes on an ongoing basis	\$300	Per School/Course	10 Schools/3 Courses	\$ 9,000
Use of CHEF Curricula and Partner Portal	CHEF Partner Portal: Digital access to CHEF copyrighted curricula, culinary training videos, collateral materials and continuing education resources.	\$ 1,000	Per School	10 Schools	\$ 10,000
Food and Paper Product Costs (purchased by SAISD)	These costs include cleaning supplies, paper products and ingredients for instructors and each student; Food costs also include HEB delivery fees and tip (\$10 per delivery). Cost per student will decrease if teachers are willing to do the shopping themselves.	\$20	Per Student/Course	1,000 Students	\$ 60,000
Grand Total True Costs					\$ 101,700.00
In Kind Products/Services Donated by CHEF					\$ 22,200.00
SAISD Grant to CHEF					\$ 19,500.00
Total Actual Cost to SAISD					\$ 79,500.00

Roles and Responsibilities

CHEF will provide all instructor training and certification, access to CHEF curricula and support materials via partner portal; provide guidance regarding logistics for food ordering, supplies and equipment. CHEF will also provide pre and post surveys on-line or on paper, for administration by instructors. CHEF will share final evaluation analyses with SAISD.

SAISD: Identify SAISD instructors for training, SAISD instructors will teach all classes, source food for classes, manage all logistical aspects of teaching, strictly adhere to CHEF curriculum and processes, administer pre and post surveys; SAISD will also provide deidentified student demographic data for interpretation and analysis of survey data.