



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID []

Application stamp-in date and time

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

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

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

Grant period: From 08/01/2023 to 07/31/2024 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): N/A

1. Applicant Information

Name of organization: Valley View ISD
Campus name: [] CDN: 049903 Vendor ID: 108916 ESC: 01 UEI: PJE1BBGJTV7
Address: 9701 S Jackson Rd City: Pharr ZIP: 78577 Phone: 956-340-1000
Primary Contact: Rosemarie Gomez Email: rgomez@vviewisd.net Phone: 956-340-1050
Secondary Contact: Sandra Martinez Email: scmartinez@vviewisd.net Phone: 956-340-1030

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):

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

Authorized Official Name: Dr. Silvia Ibarra Title: Superintendent Email: sibarra@vviewisd.net

Phone: 956-340-1000 Signature: [Signature] Date: 01/23/2023

Grant Writer Name: Rosemarie Gomez Signature: [Signature] Date: 01/23/2023

[x] 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 NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Valley View ISD's (VVISD) mission is to "inspire individual excellence and foster the well-being of all students." To achieve this mission, VVISD implements a continuous improvement process that includes conducting regular assessments of the community's needs to identify and implement relevant programs and services. The District-Wide Educational Improvement Council (DWEIC) met on Sept. 9, 2022 with a group of parents to conduct a needs assessment and set goals for the new school year. Multiple sources of data reviewed: survey results from community input, discipline referral reports, expulsion/suspension records, graduation data, mobility rates, parent participation, PBM risk levels, STAAR/EOC data, results from student/parent/staff surveys, and student grades. The DWEIC members identified the most critical needs to be addressed: 1) the continual loss of student enrollment and 2) learning loss for the economically disadvantaged subgroup on Reading and Math STAAR/EOC assessments since COVID-19 and remote learning. DWEIC members discussed the need for an afterschool and/or summer program services to address the two critical needs that were identified and provide support for the 97% economically disadvantaged student population.

The needs assessment prioritized the following campuses to participate in the ACE program based on the percent of students who scored at the STAAR Reading (R) and Math (M) Meets Standard data:

Valley View High School: R=44% M=24%; Valley View ECHS: R=55% M=53%; Valley View Jr High:R=49% M=38%; Valley View Elem: R=63% M=53%; Valley View North Elem: R=43% M=40%; Lucas Elem: R=63% M=53%; Valley View South Elem: R=68% M=59%

VVISD's ACE program will create an ACE Advisory Council (AAC) to address the specific needs to support the academic achievement of low-income and provide enrichment opportunities to attract and retain students each school year. The AAC will also be responsible for providing ongoing program monitoring and employing continuous improvement efforts for the proposed ACE program components that will include:

- 1) Academic support services through High Impact Tutoring (HIT) in Reading and Math will be coordinated along with the TEA initiatives, ADSY and CRIMSI programs.
- 2) Homework assistance for students will align with instruction from the regular school day to provide targeted support for students' success in Reading and Math.
- 3) Enrichment activities that will align to students' interests and enhance learning in core academic areas.
- 4) Social emotional learning and character education. This activity will address the increase in discipline referrals as compared to pre-COVID referrals.
- 5) Family engagement activities will address the needs of parents and provide strategies for parents to support their child's academic growth on Reading and Math assessments.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

WVUSD's performance measures will be implemented as described in the following benchmarks that will be used to measure the ACE program's success.

QUARTER #1 AUG-DEC. 2023: 1. Create the ACE Advisory Team and logic model to establish metrics of success for each quarter for student enrollment; attendance; parent engagement; BOY, MOY, and EOY reading and math assessment performance; discipline referrals; and program operations. Develop a data collection plan for program evaluation. 2. Create a marketing plan to promote the ACE program. Schedule and conduct enrollment events. 3. Administer BOY Reading and Math assessments to create baseline data for determining students' progress. 4. Recruit and train ACE program staff on the ACE program and best practices. 5. Create a monitoring checklist and timeline. 5. Schedule and facilitate monthly meetings and communications with ACE staff. 6. Survey student and parent interests for scheduling student enrichment activities and family engagement events and classes. 7. Meet with Instructional Coaches to create a scope and sequence for alignment with ACE program activities with teaching and learning in the classroom. 8. Schedule and facilitate weekly family engagement activities in coordination with campus Parent Involvement Aides (PIAs). Create and facilitate ACE Family Engagement Committee (AFEC). 9. Meet with Child Nutrition staff to plan and create nutritious snacks. 10. Meet with transportation staff to plan and create bus routes. 11. Post and complete an RFP or RFQ to identify vendors to provide enrichment and academic support services. 12. Sign agreements with partners and for support for sustainability. 13. Schedule field trip experiences. 14. Meet with Business Office staff to coordinate federal, state, and local funds to support the program and to plan for sustainability. 15. Recruit and train volunteers.

QUARTER #2 JAN.-APRIL 2024: 1. Conduct weekly onsite visits to monitor program implementation and provide support to ACE staff. 2. Monthly AAC meetings to review and discuss progress towards meeting performance measures and metrics. Implement continuous improvement process. 3. Monthly family engagement meetings. 4. Assess partner and vendor performance. 5. Meet monthly with Instructional Coaches to align enrichment and academic support with teaching and learning from the regular school day. 6. Collect program data and complete quarterly reports. 7. Begin planning and promoting enrollment in the summer program. 8. Monitor student progress in Reading and Math is on target to meet 50% academic growth as compared to non-participating ACE students. 9. Conduct program surveys to identify areas of strength and needs for improvement. 10. Collect program data and complete quarterly reports. 11. Meet monthly with AFEC members to collect input and suggestions for improvement.

QUARTER #3: MAY-JULY 2024: 1. Conduct monthly meetings with AAC to plan and coordinate ACE with the Additional Days School Year (ADSY) summer program. Review program metrics and determine progress towards meeting and achieving SMART goals. Establish student criteria for priority enrollment in the ACE summer program for highest need students. 2. Recruit and train summer program staff. 3. Schedule and facilitate summer enrollment events. 4. Implement marketing campaign for student enrollment. 5. Meet with business office staff to plan budget and resources for sustainability. 6. Coordinate with program evaluator to collect data and complete final program evaluation report. 7. Conduct weekly site visits to provide support. 8. Schedule and facilitate end of program culminating events: Fine Arts Fair, STEAM Fair, and ACE Showcase. 9. Schedule field trip experiences. 10. Coordinate summer bus routes with transportation staff and summer meals with food service staff. 11. Implement summer programs: Summer Bridge, Kids In College, TexPrep, UTRGV Railway Safety Camp, Investigating Careers, and School of Fine Arts. 12. Review progress of SMART goals to ensure that 80% of ACE students showed a higher rate of growth in Reading and Math on STAAR and quarterly assessments as compared to non-participating ACE students.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

VVISED's ACE Advisory Council will collect and analyze performance data and review performance metrics quarterly to identify progress made towards achieving the SMART goals. A logic model will be created and revised during each quarterly review to track the amount of progress and areas that need improvement. The ACE Advisory Council will implement a continuous improvement process that aligns with TEA's state activities for best practices for management and monitoring 21st CCLC programs.

1. VVISED will utilize the TEA Data Collection and Reporting System known as the Texas 21st CCLC Student Tracking system (TX21st) to collect, report and monitor progress data for continuous improvement efforts. The ACE Advisory Council will also use data to generate data reports to inform the federal program of the progress that has been made.
2. ACE staff will enter daily attendance data into the system. The Program Director will generate reports to track and monitor the ACE program's performance and compliance.
3. State and Local Evaluation: VVISED will participate in TEA's data collection, surveys, interviews, and related activities as part of the state's evaluation process. Upon receipt of TEA's evaluation report, VVISED leadership will meet with the ACE Advisory team to review and discuss the report, respond to any findings, and develop and implement a corrective action plan.
4. Program Monitoring and Risk Assessment: VVISED will participate in all TEA required data collection requests, monitoring review audits, and on-site visits whenever contacted by TEA.
5. Technical Assistance (TA): VVISED's ACE staff will contact TA support to ask any program related questions.
6. Training and Resources: VVISED ACE staff will attend all available ACE trainings.

7. 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 applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The 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.
- 4. 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.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, 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.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

Each WVSD center will implement ACE program activities to include 1) Targeted academic support, 2) Student interest-based enrichment, and 3) Family engagement.

The ACE program at the middle and high schools will focus activities on helping students to achieve academically and increase their college and career readiness skills. The Valley View High School, Valley View Early College High School, and Valley View Junior High School centers will be scheduled with support from partnerships with UTRGV, South Texas College, and TX A&M. The Summer Bridge program will assist middle and high school students to develop critical skills and knowledge to persist through rigorous and challenging academic information and content. Academic support will be provided through mentors and college staff who have experience working with high school students and providing tutoring support. Enrichment opportunities will align with students' interest as they select career pathway classes that will lead to industry based certifications. Family engagement will also support their child's college and career readiness with family college tours and visits, College Nights, assistance with completing FAFSA and college entrance applications, ACT and SAT college exam preparation study sessions, and classes to help parents understand high school graduation requirements.

The ACE program at the elementary schools will focus on increasing student achievement in Reading and Math along with providing enrichment opportunities that also support strengthening students' reading and math skills with practical application and project-based learning.

1) Academic tutoring support: The High Impact Tutoring (HIT) will be implemented for students in grades K-6 in Reading and Math. Thirty minute sessions with a ratio of one teacher to every three students will be designed to provide targeted academic interventions that align with the content learned during the school day. The ACE staff will meet with Instructional Coaches from each campus to align ACE tutoring support with curriculum content that was taught during the school day. Individual learning plans will be developed for each student. Weekly progress monitoring reports will be reviewed and analyzed to ensure students are on track to meet their reading and math goals.

2) Enrichment: During enrollment, parents and students will complete an interest survey to identify the types of enrichment activities that will be scheduled during the ACE program. Parents and students will select activities that include drama, music, arts and crafts, painting, sewing, cooking, fitness, dance, STEM, robotics, computer programming, creative writing, leadership skills, public speaking, digital media, foreign language, social emotional learning, and character education. WVSD will partner with the Boys and Girls Club to provide and deliver enrichment activities with qualified staff. Field trip experiences will also be scheduled to extend the learning during the program. ACE staff will carefully review the content of each activity to ensure that it aligns with the ACE scope and sequence and extends students' learning from the regular school day.

3) Family engagement: The results of the parent and student interest survey will be used to plan meaningful and relevant family engagement classes and events. The ACE staff will collaborate and coordinate family engagement activities with each campus' Parent Involvement Aides (PIA) to align the engagement efforts for all students. PIAs will attend monthly ACE Advisory Council meetings to schedule and plan activities each month that may include classes and information on positive parenting, cooking healthy meals, understanding how to support homework at home, GED and ESL, mental health resources, counseling, STEM Night, College Night, understanding STAAR/EOC results, positive parent-teacher conferences, importance of student attendance, arts and crafts night, guest speakers, and developing leadership and workforce skills.

All planned ACE activities will be reviewed and approved through the ACE Advisory Council to ensure alignment with meeting the SMART goals and achieving increased student achievement in Reading and Math for all ACE students.

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8. Statutory/Program Requirements (Cont.)

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

The Afterschool Alliance published a report, in 2020 "America After 3 pm" that discusses the key components of an effective afterschool programming and how access to address the needs of low-income families. VVISD's ACE program will serve students across the district with an overall 97% economically disadvantage student population. Parents from low-income households rated the following aspects of the afterschool program as most important to them that will be included in the ACE program design for addressing the needs VVISD's student population: 1. Safe environment. 2. Knowledgeable and caring staff 3. Opportunities to build life skills, like interacting with peers, developing social skills, and responsible decision making 4. Physical activity opportunities 5. Homework or academic help 6. Opportunities for reading and writing

The ACE program will include 1) Academic support sessions will utilize VVISD certified teachers to create a continuum of teaching and learning and extend classroom instruction beyond the school day for ACE students. Individualized learning plans will be developed for each student to include goals for meeting Reading and Math standards for their grade level. 2) Homework assistance will align with instruction from the regular school day with campus staff who are involved in planning and delivery of Reading and Math instruction. Students will have consistent support that will directly help students to successfully complete homework assignments. 3) Enrichment activities and field trip experiences will be strategically planned with input from the Instructional Coaches to help students create stronger learning connections to reading and math information taught in the regular curriculum. The ACE program will provide access to VVISD's low-income students at no-cost who would not otherwise be able to access high quality enrichment activities. 4) Postsecondary and workforce preparation activities will be integrated with the CTE program with opportunities for career exploration, work-based internships, Summer Bridge, and Kids In College. 5) The SEL program will implement student clubs to provide positive youth development opportunities.

3. 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 enrollment, VVISD will utilize an intake form for parents to select from one of three options: 1) Walking home, 2) Parent pick-up, or 3) Bus transportation. ACE staff will review and analyze information entered on the intake forms to determine the transportation needs of students.

1) Walking home: Parents who indicated that their child will walk-home will be monitored by ACE staff to ensure students sign-out before leaving and will work to find other students who can walk home together as a group for safety.

2) Parent pick-up: Parents who indicated "Parent pick-up" on their form will be required to list up to three persons and their contact information who are approved to pick up their child from the program. ACE staff will request a valid ID to be presented for anyone picking up the child and will match the ID with the list of approved persons. Students will only be released to persons listed on the students' intake form.

3) Bus transportation: VVISD provides no-cost bus transportation to families who live outside of a 2 mile radius of the school. Parents who indicated "Bus transportation" on their intake form will be required to review, complete and sign an additional form that includes required bus policies, safety procedures, and route information before receiving bus services. The VVISD buses will be utilized to provide transportation from the ACE program to the child's home each day and roundtrip transportation during the summer program. VVISD bus staff are required to maintain annual safety and security trainings to include CPR and First Aid, emergency evacuation, bus safety, and CDL certification. ACE staff will utilize a log to track students as they leave the ACE program on the bus each day.

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8. Statutory/Program Requirements (Cont.)

4. 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. Describe the applicant's plan to inform the community about the center and participating in the program.

Upon award notice, VVUSD will utilize the district's technology staff to begin disseminating information about the ACE program to the community and families of students enrolled in VVUSD schools. Technology staff will create a separate ACE webpage that will be accessible from the district's website in order to centralize all communication about the program. All information and announcements will be posted in both English and Spanish.

June-August 2023: The ACE Program Director will work with the ACE Advisory Council (AAC) to plan and implement a marketing campaign. Communication procedures will be developed to ensure quality and accuracy of all communications. A review and approval process prior to posting and publishing ACE information. Website and social media accounts will be created. In-person and virtual information sessions will be scheduled for interested the families and community members to learn more about the ACE program. Open house events will allow families to tour the ACE center, meet with ACE staff, ask questions, learn more about the program, and enroll their child. ACE information flyers and yard signs will be posted throughout the community at public places to include: the public library, gas stations, grocery stores, churches, city services, local restaurants, and at the entry and exit doors of every VVUSD campus and center location. The campus PIAs will also provide additional outreach to parents and families through announcements made during parent engagement meetings and events.

VVUSD will also take advantage of other campus and district meetings and events to share ACE program announcements and information with parents to include Meet the Teacher Night, Booster Clubs, Parent Teacher Organization, registration, and Back-to-School Night events. All presentations will be coordinated by the ACE Program Director with the assistance of the Parent Involvement Aides and Family Engagement Specialist.

5. 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)

VVUSD will utilize volunteers to expand the capacity of the ACE program and to create sustainability after the program period. Professional volunteers that align to students' college and career interests will be recruited from the local police department, financial institutions, universities and colleges, city and county governments, and oil and gas executives. Social media invitations, mail-outs, and public announcements on the local radio will be used to recruit volunteers within the community. The ACE Program Director with the support of the Site Coordinators develop sample volunteer job descriptions for various opportunities that align to helping students achieve academically. Monthly open house receptions will be scheduled to invite potential volunteers to learn about the ACE program and how they can use their talents and skills to help the ACE students to increase student achievement and improve their overall success in school. Volunteer job descriptions will be available for review and selection to learn about specific opportunities to volunteer. Interested attendees will complete an volunteer interest survey to identify their talents and skills to match with areas of the ACE program that will benefit the students and achieving the SMART goals of the program. All volunteers will be required to complete the district's volunteer form that requires a criminal background check. Completed forms will be processed by the Human Resources department. Once approved, ACE staff will contact volunteers to select an available volunteer opportunity and schedule volunteer hours.

Volunteer opportunities will include mentoring students to support their academic achievement and college/career goals, guest speaker to share information about their career field and the education and/or certification requirements, assisting with STEM and STEAM activities and events, and facilitating homework assistance and enrichment activities.

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8. Statutory/Program Requirements (Cont.)

6. 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 and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

Federal, state, and local funds are coordinated across all programs in the district. VVISD's Business Office staff will work with the ACE Program Director to develop a coordinated plan to utilize and maximize grant funds from all fund sources for each center location. VVISD is applying for Priority 1 Program Integration. The ACE program will be integrated with other TEA initiatives: Addition Days School Year (ADSY), CRIMSI, and High Quality Afterschool Program. The ACE Program Director, Program Specialist, and the district leadership team will meet with business office staff to develop a coordinated budget, program, staffing, curriculum, and operational plan with each TEA initiative. Federal, state and local funds will be utilized in the following ways to increase the capacity of and maximize the effectiveness of the ACE program.

Personnel: Instructional Coaches will work with ACE staff to create a monthly scope and sequence to align the regular instructional day with afterschool program activities and events. Parent Family Liaisons will promote parent attendance at ACE family engagement events. Bilingual Coordinators will support ACE staff with research-based curriculum and strategies to support English learners.

Contracted services: Professional development providers and services will support the training and development for ACE program staff to effectively implement research-based practices that align with meeting SMART goals.

Supplies and Materials: Federal, state, and local funds will provide access to curriculum and instruction materials, workbooks, technology, software.

Miscellaneous Operating Costs: Funds for field trip experiences will be coordinated across all funding sources to align with the purpose and intent of the grant funded program. The cost for student travel and transportation costs will also be supported with local funds for transportation staff, bus maintenance, insurance, and safety requirements that will benefit the ACE program.

7. 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.

VVISD will begin planning for sustainability upon receiving the notice of grant award. The district's leadership team will meet with Business Office staff to develop a sustainability plan and identify potential funding sources to maintain the program beyond the program period. The Business Office will be responsible for managing and leading the sustainability plan. Strategies for sustainability will include:

1. Partnership with the Parent Teacher Organization to provide financial support through fundraising efforts.
2. Signed commitment for financial resources from partnering organizations and vendors who are supporting the ACE program.
3. Signed commitment from local college and universities with matching funds and in-kind services.
4. Allocation of funds from federal and state grant funded programs that align with the purpose and intent of the 21st CCLC grant: ESSA Title I (funds to support academic achievement for low-income students), State Compensatory Education (funds to close achievement gaps for at-risk students), Title I Part C-Migrant (funds to support the academic achievement for migrant students), Title III-English Learners (funds to support the academic achievement of English learners), Carl Perkins CTE (funds to support students to learn and earn career and workforce readiness skills and industry based certifications).
5. Partnerships with the city council and county governments will be developed to gain financial funding to be allocated to sustain the ACE program for the community.
6. VVISD will utilize local resources and funds as approved by the school board.
7. Volunteers will assist with fundraising efforts with financial requests and commitments from their businesses to provide continued financial support.

VVISD's sustainability plan will be reviewed each quarter by the ACE Advisory Council and the district's leadership team to determine the progress towards meeting sustainability and funding goals.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. 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

VVISD's ACE program has a proposed partnership with the local Boys and Girls Club of Pharr and Hidalgo Youth Center. The partnerships will contribute to achieving ACE program objectives by providing the following programs. SMART Moves Program is a nationally acclaimed comprehensive prevention program that helps young people avoid alcohol, tobacco, other drug use and life choices that lead to negative. The program features interactive small groups designed to increase participants peer support, enhance their life skills, build their resiliency, and strengthen their leadership skills.

Triple Play: A Game Plan for the Mind, Body, and Soul Triple is a dynamic wellness program that demonstrates how eating well, keeping fit, and forming positive relationships add up to a healthy lifestyle. The goal of the program is to improve students' knowledge of healthy habits, increase daily hours of physical fitness participation and strengthen their ability to interact positively with others.

CareerLaunch prepares teens for the world of careers and work. Students ages 13-18 years old embark on a journey to explore possible vocations, make sound educational decisions and find success in the world of work.

Junior Staff Career Development is a program designed to guide youth, ages, 14-18, toward careers in youth development by nurturing their leadership skills and providing guided, practical work simulation experiences.

Character & Leadership Programs allow staff to guide various activities including small group sessions for young adolescents who are at a critical stage in their development. Topics covered through this program are meant to encourage the future generation as positive and successful individuals. Areas included are: Service to Club and Community; Leadership Development; Education & Career Exploration; Unity; Free Enterprise; Social Recreation; Health & Fitness.

Youth Advisory Committee (YAC) is in partnership with the local organization, The Rio Grande Valley Empowerment Zone and its Community Youth Development Program. YAC is made up of youth between the ages of 13-17 who live or attend school in the 78577 area. Through YAC, youth elect group leaders, meet periodically and work together to strengthen YAC, and engage in positive activities for the Club and community every month. This portion of YAC is called Youth Leadership Development (YLD). These teens serve as the young voices of the 78577 community.

Community Awareness & Promotion is an effort to remove the stigma associated with mental health and encourage an open dialogue. Boys & Girls Club and Hidalgo Youth Center will host community-wide events, community presentations, parent workshops, and other special events that raise awareness about Mental Health issues that affect the region.

BGCA National Fine Arts Exhibit is a year-round program that encourages artistic expression among Club members ages 6-18 through drawing, painting, printmaking, collage creating, mixed media art, and sculpture forming. These works are curated and displayed at local/regional exhibits to be judged for inclusion at BGCA's National Fine Arts Exhibit.

Partnership with UTRGV will also support middle and high school students with access to Kids in College, Summer Bridge, and Railway Safety Camp programs that will provide opportunities to explore career pathways and strengthen college readiness skills.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

VVSD is applying for Program Priority 1- Program Integration. The ADSY program and CRIMSI approach will be integrated within the ACE program to support the implementation and fulfillment each TEA initiative. Upon notice of grant award, the ACE Advisory Council will meet with ADSY leadership to integrate CRIMSI's high quality instructional materials (HQIM) to develop an integration plan with the purpose to coordinate resources and efforts to support the ACE program.

Additional Days School Year will provide summer programming supports for students with teachers and staff who have worked during the summer program to provide accelerated instruction along with academic and enrichment opportunities known as "brain breaks".

CRIMSI: Vally View ISD will utilize the HQIM resources, Eureka Math and Amplify Reading, from TEA's COVID Recovery Instructional Materials Support Initiative (CRIMSI) to align with the regular academic program of the schools while also addressing the needs of ACE students.

The ACE Program Specialist will work with Instructional Coaches from each campus to identify strategies and activities that can be blended within each program: ADSY, CRIMSI, and ACE. These strategies will be included in the monthly ACE program scope and sequence.

A continuum of curriculum will be utilized across all programs. ACE staff will receive training for all curriculum and progress monitoring data. A consistent use of progress monitoring and reporting procedures will ensure programs are well coordinated and that SMART goals and performance objectives are being met.

For TEA Use Only:

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

9. 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"/>

10. 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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11. Request for Grant Funds

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

Payroll Costs

1.	Program Director 1.0 FTE	\$85,077
2.	Program Specialist 1.0 FTE	\$74,675
3.	Site Coordinators 7.0 FTE	\$165,320
4.	Instructional Coaches & Enrichment Instructors	\$500,000
5.		

Professional and Contracted Services

6.	Enrichment service providers	\$28,000
7.	Professional development	\$15,000
8.	Program Evaluator (\$3,000/center for 7 centers)	\$21,000
9.		
10.		

Supplies and Materials

11.	Program supplies and materials	\$134,000
12.		
13.		
14.		

Other Operating Costs

15.	Field trip costs: transportation, snacks/meals, entrance fees	\$97,079
16.	Travel for professional development attendance	\$7,000
17.	Transportation costs for students in need of bus service	\$13,750

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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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 emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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
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 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.