



**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

Application stamp-in date and time

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

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

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

**Grant period:** From **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

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

**For TEA Use Only:**

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

**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
ACADEMICS: Vanguard students' academic proficiencies fall below State average. In 2018, 56% of students met STAAR standards in Reading compared to 60% for State. In Math, 56% met standards in Math compared to the State at 62%.	Vanguard will assess students and provide TEKS aligned evidence-based academic interventions, tutoring, homework support, and ongoing learning in core academic areas. The ACE Summer Learning Academy will target students' academic deficits (e.g. Reading/Math) and challenges. Parent Academies will offer parents guidance in supporting their child's academic growth.
COMMUNITY: Vanguard schools are located in impoverished opportunity zones serving high need youth/families. Students are 98.8% Hispanic, 74.1% low-income, 70.1% at-risk, and 43.8% English Learners.	Family Engagement activities will engage students and parents in academics, wellness, college/career awareness, behavioral, financial literacy, and parenting supports. Vanguard will offer targeted educational support to students and skills building activities (leadership, financial literacy, critical thinking, etc.) for parents.
COLLEGE/CAREER READINESS: Vanguard students face challenges in college readiness where 49% of adults have only a high school diploma and only 14% have a bachelors. In 2018-19, only 24.6% of students passed SAT at or above criterion compared to 36.1% for State.	Offer targeted academic instruction and support to assist students in improving college readiness assessment (TSI, SAT, ACT) scores. Promote college-going culture through campus visits for students and parents. Support post-secondary interests through engaging college and career exploration activities provided by partnering colleges/universities and in partnership with other TEA initiatives.

**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.

Vanguard ACE will establish 7 quality safe learning centers that will promote and offer culturally suitable educational programs and activities aimed at • improving and increasing the target students' (770+), particularly at-risk students, academic performance, attendance, graduation rates, college readiness, workforce competencies, social and behavior skills, etc., and • parents' (230+) knowledge in college and career options, technology skills, employment competencies and certifications, financial literacy (checking, savings, etc.), parenting and leadership skills, etc. by 3 percentage points or more annually from baseline, as measured by suitable and reliable assessment tools and survey instruments for each individual measure. Baseline data has been collected for a number of the proposed measures and missing baseline data will be collected upon award.

**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**

(Jul. 2021-Oct. 2021): (1) 100% of staff will be hired; (2) 100% of centers will implement an extensive marketing community outreach and recruitment initiative; (3) 100% of centers will be equipped and prepared with academic and enrichment materials and supplies to provide quality student and parent services; (4) 100% of centers will meet the transportation needs of participants in the program to travel safely to and from the center(s); (5) 100% of staff will engage in virtual and in-person capacity building and professional development; (6) 100% of students and parents will be recruited and begin targeted services as measured by student profiles and log-in records; (7) 100% of students with a school-day attendance rate at or below 90% in the prior school year will be identified for targeted services; and; (8) 100% of high need and at-risk students (LEP, IEP/504, etc.) will be identified for target services.

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

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

(Nov. 2021 - Feb. 2022) (9) Students will demonstrate a 3% or more increase in Reading and Math academic performance on local STAAR aligned (short cycle and interim) benchmark assessments; (10) Students will demonstrate a 10% decrease of in-school suspensions compared to the previous school year as measured by decrease in disciplinary data (PEIMS); (11) Teacher-reported student engagement in learning will improve 25%, as measured by teacher input, survey and rubrics; (12) 90% of students will be on target with receiving services for 45 days (dosage) or longer; and (13) 100% of centers will make progress on all benchmarks, receive a score value of "Implementing" or higher on TEA (Quality Indicators) performance measures and utilize data to refine, improve, and strengthen the local program for sustainability.

**Third-Quarter Benchmark**

(Mar. 2022 - Jul. 2022) (14) 90% of students will complete coursework and be promoted to next grade level, measured by grades and GPA; (15) 90% of students with a prior-year unweighted grade point average (GPA) less than 3.0 will demonstrate improvement; (16) 75% of students will be exposed to college, career culture and postsecondary educational experiences (as measured by: at least one virtual/in-person college visit, guest speaker, and college application); (17) 95% students and parents will engage in Summer Learning Institute; (18) 25% of parents will report gaining skills and knowledge (leadership, financial literacy, critical thinking, college readiness, etc.) during after school, and Summer activities; (19) Students will demonstrate a 3% increase from baseline in on STAAR Reading and Math; and; (20) 100% of centers will meet goals, benchmarks and be rated "Implementing" or higher on TEA (Quality Indicators).

**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.

Vanguard Academy will select and collaborate with a highly qualified independent external evaluator with 20+ years of experience in state and federal grant evaluation. The evaluation will include ongoing program monitoring through both formative and summative methods. The evaluation is designed to assist the improvement of program quality and increase academic outcomes, aligned to: benchmarks, SMART goals performance measures and the Texas ACE Blueprint. Formative evaluation will address implementation of project activities, determine progress and inform necessary program modification for sustainability on: 1) Academic Performance and Growth on State Assessments; 2) Attendance; 3) Positive Behavior and Decrease Suspensions; 4) Grade Point Average (GPA) and Promotion; 5) Student Engagement; 6) Graduation; 7) College Preparation/Readiness; and; 8) Parent Engagement. Ongoing findings will be critical in informing any necessary program modification based upon activities/services effectiveness and impact on all goals, benchmarks such as overall student achievement, etc. Texas ACE Blueprint, Quality Indicators (Qis) will also inform practice and promote movement from "Implementing," to "Optimizing." Summative evaluation will determine program impact upon: • participation in programming at (100%) centers; • academics to raise STAAR (3% increase); • positive behavior, reduce (10%) in-school suspension; • parental involvement (25%); and; • use of 10 sites beyond "normal" school hours in a safe environment, etc. DATA COLLECTION: Program effectiveness will be assessed through data methods aligned to performance measures to include collecting both program-and student-level data. Qualitative and quantitative data (FERPA compliant) to include: 1) surveys (annually); 2) participation logs (daily); 3) activity logs (weekly); 4) types of student, teacher and adult training activities (topics, frequency, participation, and competencies) (weekly); 5) total students and parents served (weekly); 6) comparison of pre/post records students' performance (attendance, grades/GPA, graduation, behavior, discipline, promotion, engagement, etc.) (monthly); and; 7) observations by project staff (quarterly), etc. Evaluation will ensure Vanguard ACE effectively achieves performance measures, goals and benchmarks on time. If issues arise, or progress is not met, an action plan will be developed for improvement and sustainability.

**For TEA Use Only:**

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

**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.

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

**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.

Vanguard Academy (Vanguard), a charter system/LEA, operates a unique network of 7 high-need charter schools, including 4 elementary and 3 secondary schools, serving students in Pre-Kindergarten (PreK) - 12th grade. Located in Texas’ lower Rio Grande Valley (RGV) along the Texas-Mexico border, Vanguard's target population including at-risk and underserved youth and includes a high percentage of minority, limited English proficient, low-income, and some of the most undereducated students in Texas. After conducting extensive community and charter-wide needs assessments, Vanguard and partners are proposing to implement 7 ACE Program centers (Vanguard ACE) in its most at-risk schools across Alamo (2), Edinburg (2), and Pharr (3), Texas.

• (A) NEEDS ASSESSMENT PROCESS: A comprehensive assessment was conducted to prioritize campuses most in need of ACE resources. Led by the Superintendent, school leaders, and evaluator, Vanguard’s Executive Team conducted comprehensive community and campus needs assessments to identify the specific needs of students, families, and the community as well as to identify schools with students most in need of out-of-school time services. The campus assessment reviewed multiple objective data sets including the campus level data and student academic achievement such as: state standardized test scores (STAAR-EOC), Texas Education Agency (TEA) 2019-20 district and campus Texas Academic Performance Reports (TAPR), district and campus improvement plans, school performance reports, and student, parent, and educator surveys. Focus groups were also held with students, parents, and school administrators and teachers. The Vanguard ACE Program is designed based on a review of all objective data, principles of effectiveness, research in effective after school programs, and the Texas ACE Blueprint and meets statutory requirements and performance measures delineated in TEA’S Program Guidelines.

• (A) COMMUNITY/CAMPUS ASSESSMENT: A thorough systematic community needs assessment was conducted to determine the need for after-school centers, to identify meaningful activity types, to locate community resources, and identify gaps in services. Through this process, Vanguard identified gaps and weaknesses related to each school’s infrastructure, resources, practices, instruction, and support mechanisms that led to the design of the ACE Program.

• (B) SERVING STUDENTS MOST IN NEED: Vanguard’s schools currently serve 4,473 students in grades PreK – 12 , a majority of whom are at-risk, low-income, minority students. Campuses are located in impoverished opportunity zones within cities where an average 55% live in poverty, 88.2% do not speak English at home, 49% of adults have only a high school diploma, and only 14% have a bachelors degree. Vanguard's student population consists of: 98.8% Hispanic, 74.1% economically disadvantaged (vs State at 60.3%); 70.1% at-risk (vs State at 50.6%); and 43.8% English Learners (vs State at 20.3%). Vanguard students' academic proficiencies fall below State average. In 2019, 56% of students met STAAR standards in Reading and Math compared to the State’s 60% in Reading and 62% in Math. Vanguard students also face challenges in college readiness. In 2018-19, only 24.6% of students passed SAT at or above criterion compared to 36.1% for State.

• (C) PLAN TO ASSESS/RECRUIT STUDENTS MOST IN NEED: Vanguard's Executive Team will continually assess, evaluate, and identify students most in need of services, reviewing student performance and classroom data. Vanguard ACE will also outreach to and encourage referrals from administrators, counselors, educators, and parents.

• NEEDS OF WORKING FAMILIES: Vanguard conducted student and parent surveys (Spring 2019) to determine needs of working families and students. Parent Surveys revealed a high need for engaging after-school programs for youth in grades PreK - 12 (95%), academic supports for students (90%), and college/career readiness programs (87%). Parents rated both a safe environment (95%) and learning environment (85%) as very important. Student Surveys showed interests in afterschool programs providing fun enrichment activities (97%), arts, dance, music (90%), athletics/sports (85%), homework assistance (75%), test preparation (65%), and college/career readiness (80%).

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

**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.

Vanguard ACE is designed to meet the needs and positively impact students and families, particularly at-risk, low-income, and English Learners, during non-school hours. The target population is at-risk and underserved youth and includes a high percentage of minority students. As such, aligned to its comprehensive community and charter needs assessment, Vanguard will utilize data-driven methods at the grant and all 7 centers to measure impact over time on the following: academic performance, attendance, positive behavior, GPA grade promotion rates, and graduation rates and decrease in-school suspension. Further, positive impact at the grant and center levels, is expected to immediately identify needs, gaps in services, and at-risk factors identified and aligned to Performance Measures, SMART goals and benchmarks. Baseline data has been gathered and any missing data will be collected upon award. Impact overtime is estimated to impact the following measures, but not limited to:

- **GROWTH IN STATE ASSESMENT:** Vanguard ACE goal is to ensure students master TEKS and STAAR core academic concepts by demonstrating a 3% increase or more in STAAR outcomes by July 2022. Incremental data gathering on short cycle and interim local assessments are embedded in the program design to gauge progress over time from baseline (STAAR Reading (56%) and Math (56%). The overall expected impact is a (3%) or more increase on this established measure. To achieve this, Vanguard ACE’s design has also embedded targeted after school learning supports, extended day learning opportunities and intervention activities that complement daily learning and academic instruction. All 7 centers will be further informed through purposeful and transparent data gathering and monitoring (daily and weekly) methods to collect incremental student outcomes through targeted tutoring, interventions, homework assistance, and hands-on learning activities. If students demonstrate being at-risk of not meeting expected outcomes, immediate personalized academic interventions; innovative methods of reteaching and reinforcing core academic TEKS standards; and; academic counseling will be provided to overall address students’ needs and address gaps in learning related to state and local proficiency academic achievement standards.
- **IMPROVED GPA:** Vanguard ACE has established aggressive goal(s) of improving 90% of students with a prior-year unweighted grade point average less than 3.0; as well as; 90% of students completing coursework to be promoted to next grade level as measured by prior year GPA, course credits and grades (baseline to be established upon award). The expected impact will be monitored through regular (daily, weekly, monthly, semester, and end of year) data gathering methods, as prior mentioned, during: targeted tutoring services and support; homework assistance; STAAR test preparation; and project and arts based enrichment activities that complement school work. To further monitor individual daily and weekly progress, and achieve desired impact educators will use local methods to assess students after using innovative teaching strategies, technology, arts based and hands-on activities aligned to students’ academic needs and interests. After assessed, students requiring additional assistance in core areas will immediately receive individual or small group tutoring directly aligned to classroom instruction.
- **IMPROVED BEHAVIOR:** Vanguard ACE goal is to identify target students who experienced in-school suspensions and achieve a demonstrated (10%) decrease of in-school suspensions compared to the previous school year as measured by decrease in disciplinary data (PEIMS, baseline to be collected upon award). Strategic monitoring of student outcomes through individual logs on internal behavioral and disciplinary actions (daily, weekly and monthly) will be conducted. When showing at-risk behavior, a plan will be devised to include necessary individual and small group support counseling that promotes healthy decisions and lifestyle choices; and personalized activities for students that build effective choices and decision-making, self-esteem, and self-confidence, etc. Vanguard ACE will also achieve expected impact upon positive behavior by engaging students in social-emotional learning, communication, and promoting healthy choices
- **INCREASED ENGAGEMENT:** Fully engaging learners in their education is key to the success of Vanguard ACE. The goal of this measure is to improve teacher-reported student engagement in learning by (25%). Expected impact will be measured by regular data reporting techniques, including rubrics and observations, short cycle/interim collection of outcomes documented by teachers. A array of academic, arts, and enrichment services will engage students and parents, and foster success.

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

**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.

Vanguard Academy is proposing to implement a highly engaging after-school and summer program at 7 participating centers. Vanguard's ACE Program will offer evidence-based academic supports and interventions, enrichment opportunities, parent support, and college/career readiness activities to students and their families, particularly at-risk, low-income, and English Learners, during non-school hours. • **SCHEDULE:** During the regular 2021-2022 school year (fall/spring), each Vanguard ACE center will operate Monday-Friday (3 hours/day, 15 hours per week) for 31 weeks. ACE activities (minimum of 45 consecutive minutes) will be held each hour the center is operating. Students will be separated at each center by grade levels. Services will be provided at no cost to participants. • **COORDINATION WITH REGULAR SCHOOL DAY:** Vanguard ACE will provide an all-inclusive out-of-school program beyond the regular school day, offering supplemental academic, artistic, and enrichment opportunities to students, particularly those identified as at risk of academic failure or dropout, and families. Academic, academic enrichment, accelerated learning, and tutoring activities will align and be integrated with the regular school day, campus curricular programs, and state standards to address student needs. Enrichment activities will enhance academic activities and will include interactive project-based learning. All activities will be aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic program. • **IMPROVING STUDENT ACHIEVEMENT:** Centers will provide services which close achievement gaps, improve student achievement, and create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, creating a generation of college and career ready students. To improve overall student academic achievement, including benchmark, STAAR scores, and grades in core subjects, Vanguard ACE will provide developmentally appropriate academic supports including: 1) theme-based literacy and numeracy instruction; 2) targeted, TEKS aligned, evidence-based academic interventions, academic enrichment, prescriptive tutoring, homework support, study skills development, and ELL support to students in most need of academic assistance; and 3) STAAR-EOC preparation. • **ENGAGING STUDENT ACTIVITIES:** Vanguard ACE will work with joint partners (Statutory Priority 2) and service providers to offer a wide array of engaging, age-appropriate activities for youth in grades PreK-12. As needed, ACE will incorporate remote learning for students including virtual instruction, homework support, and E-Learning. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including 4) fun and enjoyable enrichment activities such as: • project-based learning (robotics, STEM); • fine arts activities (visual and theatre arts, dance, music); • sports/physical fitness; • martial arts; • computer literacy; and • educational field trips; and 5) Socio-Emotional Learning (SEL) including: • youth leadership; • civic engagement and • character development. 6) Older students will have access to • college readiness (assistance with college search, college admissions and financial aid applications), • virtual and in-person college visits; and • career readiness and exploration. • **FAMILY ENGAGEMENT:** Weekly activities (minimum 1 hr/wk) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to GED, ESL. Parents will be encouraged to participate in the voluntary Parent Academy to increase involvement and ACE Steering Committee (at no cost to grant) to provide feedback on ACE programming. ACE Activities will be aligned with other local and TEA initiatives (Program Priority 1). • **SUMMER ACTIVITIES:** ACE will host a Summer Learning Academy to support continued learning and minimize summer learning loss. The Academy will operate for 5 weeks, 6 hours per day (Mon-Thurs). Age appropriate activities will include: literacy and numeracy development, targeted tutoring, STAAR-EOC preparation, enrichment activities, interactive and hands-on STEM activities, and Socio-Emotional Learning (positive behavioral skills development, character and youth leadership development). Activities for older students will include college and career readiness, career exploration, and standardized test prep. **OVERSIGHT:** The ACE Project Director will coordinate and monitor all activities, supported by Site Coordinators and a Family Engagement Specialist. ACE staff will survey students and parents at each Center to ensure youth are engaged in program activities, solicit feedback, and incorporate suggestions, as feasible.

**For TEA Use Only:**

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

**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

Vanguard Academy is proposing to implement an ACE Program which meets Texas ACE objectives to: improve academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. As a novice applicant to the 21st CCLC program, and having never applied for funding for this TEA after school initiative, Vanguard intentionally sought eligible partner organizations to • assist in program development, • expand the charter's capacity to successfully implement the ACE Program and achieve program goals, • increase the scope and quality of services provided, and • sustain the program over time. After an extensive search, Vanguard formed a unique planned partnership with eligible non-profit partners: South Texas Literacy Coalition (STLC) and First RGV (see attached partner letter). STLC's mission is to enhance and enrich the quality of life of this region with literacy outreach through community partnerships that lead to more literate communities. First RGV's mission is to use robotics to inspire students to pursue a career in science, technology or engineering. FIRST RGV serves some of the most economically disadvantaged communities in Texas with unique bi-national culture needs and issues.

• **CONTRIBUTIONS TOWARD ACHIEVING OBJECTIVES:** Vanguard ACE partners will contribute to improving academic achievement through the provision of academic enrichment activities designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing students' regular academic program. STLC, First RGV, and service providers will support Vanguard ACE in delivering academic and enrichment activities including project-based STEM and technology instruction, socio-emotional learning (self-esteem and character development, etc.), behavioral and social skills development, student leadership training, and financial aid and literacy workshops for students and parents. Partners will also promote a college-going culture, providing information to students, parents, and educators about college admissions and financial aid processes and exposing students to high demand careers (STEM, health care, etc.). Service providers will offer youth access to job readiness (resume writing, interviewing skills, and job search), job skills training, and employment readiness placement services. Vanguard ACE enrichment (youth leadership, civic engagement, gymnastics, martial arts, technology, etc.) and fine arts activities (visual and theatre arts, dance, music) will offer unique and stimulating learning experiences for students. Research shows fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills (Zhao, T., Kuhl, P., 2016). All partners and service providers will contribute towards meeting TEA's Critical Success Factors for ACE including: • Students' and families' active participation and engagement in learning; • Students' and families' increased sense of involvement in school; • Implementation of strategies learned through training; and • Use of assessment data to revise/evaluate student services. Sustaining the Program: Immediately upon contract award, all partners, supported by the ACE Steering Committee, will implement on-going strategies for sustainability efforts including: • establishing collaborative relationships with community partners to support programming; • identifying corporate, foundation, and government grant funding opportunities; and • securing in-kind resources/services from supporting providers to sustain activities. Texas 21st CCLC funds will supplement, not supplant, programs and services provided with local or state funds.

**For TEA Use Only:**

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



**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.

**ACADEMIC PERFORMANCE & ACHIEVEMENT:** Vanguard is committed to applying research and evidence-based practices to provide educational and enrichment activities that enhance academic performance, achievement, positive youth development, and college and career readiness. Research shows that regular student participation in 21st CCLC programs was consistently associated with higher state assessment scores in reading and math (Naftzger, N., et al, 2013) and that students who participate in afterschool programs achieve higher grades and standardized test scores than students who do not participate in these programs (Shernoff, D., 2010). ACE activities will complement daily learning and academic instruction with targeted extended day learning to ensure student mastery of TEKS and STAAR core academic concepts. Each center will offer after school learning supports and intervention activities for students Monday – Friday, 3 hours/day. Targeted, age-appropriate tutoring, homework assistance, and hands-on learning activities will support at-risk students in: ● remedial academic intervention; ● increasing academic proficiencies in core subjects; ● meeting state and local academic achievement standards; and ● graduating college and career ready. As needed, ACE will incorporate remote learning for students including virtual instruction, homework support, and E-Learning. Weekly Family Engagement activities (minimum 1 hour/ week) will allow students and parents to engage in learning together, providing parents insight into what their child is learning and fostering parent involvement in their child's academic success. ● **POSITIVE YOUTH DEVELOPMENT:** To support students' positive youth development, Vanguard ACE incorporates social-emotional learning and skills building activities to strengthen youths' leadership skills, character development, and creative expression. Engaging Fine Arts (music, dance, theater, and visual arts) and enrichment activities (youth leadership, civic engagement, gymnastics, martial arts, technology, etc.) will offer unique and stimulating learning experiences. ● **COLLEGE/ CAREER READINESS:** College readiness activities will support youth and families in college search, completing admissions and financial aid applications, and virtual and in-person college campus tours. Career readiness will include career research and job skills readiness (resume/application preparation, interview skills, etc.).

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.

Vanguard Academy will operate 7 ACE centers in its charter schools across Texas' Lower Rio Grande Valley including: Alamo (2), Edinburg (2), and Pharr (3), Texas.  
**TRANSPORTATION NEEDS OF STUDENTS:** Vanguard's Community Needs Assessment revealed that a majority of students in grades PreK – 8 either ride a school bus to and from school or are transported by parents or families. Students in grades 9 – 12 either ride a school bus or provide their own transportation by driving themselves or securing rides with parents/guardians or other licensed individuals.  
**TRANSPORTING STUDENTS TO CENTER AND BACK HOME:** Most students participating in the ACE program will be directly dismissed from their school day to the program located on their home campus and will not require transportation to the center after school. Once daily ACE programming ends, all students will have the option of securing their own transportation or utilizing bus transportation provided by Vanguard ACE. Bus transportation will be available for youth participants from their respective Center back home throughout the regular school year (fall and spring semesters) and summer.  
**STUDENT TRAVEL TO AND FROM OFF-SITE ACTIVITIES:** Vanguard ACE will also provide bus transportation services for students while participating in off-site program activities. Further, during activities located in areas other than the home center site, Vanguard ACE will provide transportation from the location back to the home center site. Vanguard ACE may extend bus transportation assistance to parents after ACE activities, as needed and as feasible, to encourage parental involvement in family engagement. Parents attending educational field trips or college visits will be invited to utilize Vanguard ACE bus transportation, at their discretion.  
**TRANSPORTATION POLICIES:** Throughout all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio. All Vanguard Academy transportation guidelines and policies will be followed.

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

**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.

Vanguard Academy's Leadership and Community Engagement Team, with support of ACE partners, have planned and will execute an extensive outreach and marketing plan to recruit potential participants as well as to disseminate information about the program throughout Alamo, Edinburg, and Pharr. • **OUTREACH & MARKETING PLAN:** Outreach information will be disseminated through a multitude of measures to ensure it is easily accessible by local students, parents, and families. Upon grant award, Vanguard's Community Engagement Team, partners, and ACE staff (upon hire) will work with local community organizations and other youth-serving entities to disseminate program information and implement an extensive marketing and community outreach initiative including: • Promoting the ACE Program through Vanguard's and partners' websites and social media pages; • Creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, families, caregivers, teachers, and community; • Distribution of flyers and posting of informational posters throughout local neighborhoods and communities; • Public service announcements and press releases; • Posting of information in local newspapers; and • Announcements and presentations at new student and parent orientations in participating campuses, monthly and quarterly School Board meetings, and PTSA meetings. Upon hire, Site Coordinators will assist in student recruitment efforts by making presentations at various school events and functions including Back to School Nights, student assemblies, and in-school announcements. Vanguard Academy will also post informational displays at participating campuses. • **ONGOING RECRUITMENT:** Vanguard will host recruitment drives at ACE Centers throughout the school year, at least once per semester. To ensure all outreach efforts are understandable, accessible, and transparent, all marketing information (written, electronic, etc.) will be available in both English and Spanish. Further, the Texas ACE© logo will be included in all outreach and communication materials and will comply with Texas ACE© branding guidelines.

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.

Vanguard will coordinate public resources from federal, state, and local programs to supplement ACE activities through effective coordination of resources. • **FEDERAL INITIATIVES:** Vanguard receives funds from the US Dept. of Education for its GEAR UP program which provides targeted academic interventions and programs to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. • **TEA INITIATIVES:** Vanguard implements several TEA initiatives including the Texas Home Learning Initiative (THMI) and College, Career, and Military Readiness (CCMR) Initiative. Through THMI, Vanguard students, parents, and educators have access to multiple digitized and customized curricula software aligned to TEKS including Math and ELAR Literacy Programs. Through CCMR, Vanguard implements programming to support students in advancing their career planning by enrolling in postsecondary institutions, completing a credential, and/or enlisting in the military. Vanguard is also part of TEA's Math Innovation Zones, a 4-year process to design, launch, scale, and sustain a high-quality blended learning model in math throughout a K-8 feeder pattern. Several campuses are also TEA designated T-STEM Academies which focus on improving instruction and academic performance in science and math-related subjects and increasing the number of students who study and enter STEM careers. Federal and local TEA initiatives will be strategically aligned and integrated with the ACE Program to increase student academic outcomes (Program Priority 1). ACE funds will supplement, not supplant, services provided with federal or other TEA funds. • **IMPACT ON SHORT-TERM GOALS:** ACE Program integration with federal and TEA initiatives will support youth in gaining academic skills and competencies, particularly in literacy and numeracy, and improving academic performance. Integrated skills-building activities will support youth in improving school attendance, exhibiting positive behavior, and decreased disciplinary referrals. • **IMPACT ON LONG-TERM GOALS:** Program integration will impact long-term goals including overall improved: literacy, promotion, and academic advancement.

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

**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.

● **PRELIMINARY SUSTAINABILITY PLAN:** As a first time applicant to this TEA 21st CCLC opportunity, Vanguard Academy intentionally worked with key partners to develop coordinated strategies and preliminary plans for continuing the ACE program after funding ends. Initiatives will include working with Vanguard's Executive Leadership Team to support and guide sustainability efforts; accessing TEA state-level resources which assist programs in implementing sustainability strategies; and researching/securing external grants and funding opportunities for future support. ● **BUILDING SYSTEMIC INFRASTRUCTURE:** Vanguard Academy and partners will use Texas ACE funds to build a systemic infrastructure of expanded learning opportunities. Funds will enable Vanguard to establish a strong organizational base, sustainability plan, and systemic infrastructure (i.e. policies, procedures, systems, schedules, etc.) for ACE Programs. Vanguard's resources among its 7 campuses across the Lower Rio Grande Valley will also be maximized for student use and to support program sustainability. For example, the proposed 7 centers will host the ACE Program at their facilities utilizing district technologies and resources at no-cost to the program. ● **USING RESOURCES TO ASSIST LOCAL SUSTAINABILITY:** Vanguard Academy and joint partners will work with additional partners and community stakeholders to develop sustainability plans that address local needs, consider local resources, and demonstrate how the program will achieve sustainability. Vanguard Academy will ensure the needs of the community drive this program and will conduct ongoing assessments of local resources to identify potential program supporters. Vanguard will invite local businesses and community members to visit ACE centers and observe student learning, benefits to the overall community, and encourage their participation in developing strategies for sustainability. Finally, Vanguard Academy's development department will assist in identifying and securing grant funding from federal, state, and private resources.

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)

● **VANGUARD VOLUNTEER PROGRAM:** Best practice research on out-of-school time indicates that volunteers can positively impact student engagement (Lindsay, S., 2016). Vanguard Academy maintains a dynamic group of volunteers at each of its campuses and encourages the assistance of appropriately qualified volunteers to support student success. Vanguard ACE will call upon current volunteers to assist with activities such as literacy and numeric education, enrichment activities, social development, decision-making, homework assistance, parent and family engagement, ESL classes, financial literacy, etc. Ongoing volunteer recruitment will include presentations and dissemination of information at local community events, social media postings, etc. Qualified adults will be trained by ACE staff to be effective volunteers with both students and parents. ● **PARENT VOLUNTEERS:** Research also shows that students with parents involved in their schooling are more likely to have higher grades, test scores, and better behavior in school (Henderson, A., 2016). Parents will be encouraged to participate in the voluntary Parent Academy to increase involvement and ACE Steering Committee (at no cost to grant) to provide feedback on ACE activities, increase community awareness, and inform operations and sustainability plans. ● **PROFESSIONAL VOLUNTEERS:** Vanguard Academy and partners have support of professional organizations, businesses (financial institutions, medical facilities, etc.), educational institutions, non-profit organizations, and leaders for potential volunteers. Professional volunteer opportunities may include sharing knowledge through ACE Career Speaker Series, providing presentations on in-demand careers, college and career readiness, financial literacy and financial aid workshops, etc. ● **SCREENING AND PLACING VOLUNTEERS:** Vanguard implements safe, structured volunteer programs. In accordance with Senate Bill 9, and as delineated in the Texas ACE Blueprint, all volunteers who will have direct interaction with children and youth through Vanguard ACE must be fingerprinted and undergo a criminal background check to ensure youth safety. ACE will adhere to charter agency policies regarding fingerprinting procedures. Interested adults will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, and need for support.

**For TEA Use Only:**

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

**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.

Aligned to prior mentioned research, Vanguard's ACE centers will focus on recruiting and retaining targeted students so that they receive the required daily and required minute per day dosage (90%+) necessary to realize full academic benefits. Vanguard ACE established the 2021-2022 school year, operation schedule of: (fall/spring) 15 hours per week (Mon.-Fri.), and (summer) 24 hours per week (Mon.-Thur.) for a total of 36 weeks at 7 participating centers. Center activities will be: minimum of 45+ days at (120+(PK-8), 90+(9-12) consecutive min.), and summer (minimum 12+ days at 240+ min.)

- STRATEGIES: Vanguard is well adept at recruiting eligible students to programs and will incorporate the following proven and effective program strategies to increase the overall level of attendance as correlated to positively increase student outcomes: (1) extensive marketing and outreach plan; (2) engaging enrichment programming for (770+) students; (3) timely entering and monitoring of attendance (logs, daily check in, daily sign-ins, etc.) daily/weekly (45+days@90+-120+min./day); (4) examining weekly trends of participation logs (paper and electronic); (5) reviewing weekly activity logs of all activities (6) establishing parental (230+) engagement activities to meet with parents regularly; and;(7) providing a variety of incentives to increase attendance to include but not limited to: light nutritional snacks at each center based on the needs of students served.
- GOAL: Target students who had a school-day attendance rate at or below 90% in the prior school year; will be identified and provided targeted services to improve students' attendance rate (95%+) in the current school year and (90%+@45+days(@90+-120+min./day)) in the after school program.
- TARGETS: In order to be on target to meet the dosage (90%+@45+days(@90+-120+min./day)) daily attendance, at minimum) in after school programming Vanguard ACE will also utilize Texas ACE (Texas Track System) to monitor every student is in attendance and on target to meet Fall, Spring, and Summer requirements (daily and weekly). In the event attendance does not meet (90%+) expectations, an immediate action plan will be in place with strategies and methods to meet the required dosage.

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.

As previously discussed, Vanguard Academy conducted extensive assessments to inform the proposed ACE Program's operations, staffing, and budget. Center-level needs assessments were conducted at each proposed center to identify the specific needs of students and families as well as identify students most in need of out-of-school time services. Multiple district and campus level data sets were reviewed, including student and parent surveys, which helped to determine the need for after-school centers, identify meaningful activity types, locate community resources, and identify gaps in services. Vanguard's Executive Team assessed human capital, operations, and campus resources to inform center operations. Results guided the creation of center schedules that address the unique needs of students and families while also meeting ACE's statewide measures of effectiveness and student service targets.

- STAFFING: ACE Program staffing was based on the extensive needs of Vanguard's at-risk campuses. The ACE Program will fall under the oversight of Vanguard's Superintendent and will be directly supervised by a highly experienced Project Director (to be hired). Site Coordinators (10) will be hired to coordinate and ensure high-quality project services are implemented at each center. A Family Engagement Specialist (1) will be responsible for planning, coordinating, and implementing culturally relevant family programs. Teachers (24) will be hired to deliver high-quality instruction to students while and Educational Aides (12) and tutors (12) will provide youth homework support and test preparation assistance. The Project Director will be supported by a Program Assistant (1).
- BUDGET PLAN: Vanguard developed the proposed budget plan in accordance with Texas 21st CCLC Program Guidelines. Vanguard and partners are requesting a reasonable amount of funding necessary to: 1) meet program objectives, measures of effectiveness and student service targets; and 2) meet grant requirements without exceeding the maximum amount allowed per budget component including grantee-level and center-level fixed costs and per student costs. Budget items are reasonable and necessary in order to carry out project objectives and activities. ACE funds will supplement, not supplant, services provided with local or state funds.

**For TEA Use Only:**

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

**10. Equitable Access and Participation**

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

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

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

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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

**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Project Director (\$85,000),Family Engagement Specialist (\$65,000),Program Assist.(\$25,000)	\$175,000
2.	Site Coordinators (7) @\$70,000	\$490,000
3.	Teachers (24) @\$25/hr., Educational Aide (12) @\$15/hr and Tutors (12) @\$10/hr	\$432,000
4.	Benefits @16%	\$158,000
5.		

**Professional and Contracted Services**

6.	STEM Base activities, Educ and Fine Arts enrichment programs for students and parents	\$50,000
7.	Character Education and Health and Fitness enrichment programs	\$30,000
8.	Tutoring, Mentoring and Parent Education	\$20,000
9.	Professional Development ACE Training and Staff Development	\$25,000
10.	Independent External Evaluator	\$21,000

**Supplies and Materials**

11.	Supplies and resources for center-level enrichment	\$60,000
12.	Supplies for daily overall program operations	\$10,000
13.		
14.		

**Other Operating Costs**

15.	Required travel to Texas ACE state and regional training, meetings, conferences,workshops	\$5,000
16.	Transportation for all program students from the center home	\$30,000
17.	Nutritional snacks	\$20,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**

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

**Appendix I: Negotiation and Amendments**

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

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

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

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

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

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

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

# Center Operations Schedule

County-district number or vendor ID:

## 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	108808105	Vanguard Beethoven Elementary 2215 S Veterans Blvd. Edinburg, TX 78539	0	PK – 5	100	30
2	108808105	Vanguard Beethoven Secondary 2215 S Veterans Blvd. Edinburg, TX 78539	0	6 – 11	100	30
3	108808104	Vanguard Mozart Elementary 155 East Business Highway 83 Alamo, TX 78516	0	PK – 5	100	30
4	108808104	Vanguard Mozart Secondary 155 East Business Highway 83 Alamo, TX 78516	0	6 – 12	100	30
5	108808101	Vanguard Rembrandt Elementary 1200 E Kelly Ave. Pharr, TX 78577	0	PK – 4	125	35
6	108808101	Vanguard Rembrandt Secondary 1200 E Kelly Ave. Pharr, TX 78577	0	5 – 12	125	35
7	108808103	Vanguard Picasso Elementary 901 South Athol Pharr, TX 78577	0	PK – 5	120	40
8						
9						
10						



Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target		
Center	108808105	Vanguard Beethoven Elementary 2215 S Veterans Blvd. Edinburg, TX 78539						PK – 5	100	30		
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term				08/30/2021			12/17/2021			16		
Spring Term				01/04/2022			05/20/2022			15		
Summer Term				05/30/2022			06/30/2022			5		
Total number of weeks:										36		
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote student/parent instruction (as needed), educational field trips, and college campus/workplace tours.											
<b>Parent/Legal Guardian Activities</b>	Family Engagement: Weekly activities (minimum 1 hour/week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to GED, ESL. Parents will be encouraged to participate in the voluntary Parent Academy to increase involvement in their child's education.											

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	108808105	Vanguard Beethoven Secondary 2215 S Veterans Blvd. Edinburg, TX 78539						6 – 11	100	30			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/30/2021			12/17/2021			16			
Spring Term				01/04/2022			05/20/2022			15			
Summer Term				05/30/2022			06/30/2022			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote student/parent instruction (as needed), educational field trips, and college campus/workplace tours.												
<b>Parent/Legal Guardian Activities</b>	Family Engagement: Weekly activities (minimum 1 hour/week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to GED, ESL. Parents will be encouraged to participate in the voluntary Parent Academy to increase involvement in their child's education.												

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	108808104	Vanguard Mozart Elementary 155 East Business Highway 83 Alamo, TX 78516						PK – 5	100	30			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/30/2021			12/17/2021			16			
Spring Term				01/04/2022			05/20/2022			15			
Summer Term				05/30/2022			06/30/2022			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote student/parent instruction (as needed), educational field trips, and college campus/workplace tours.												
<b>Parent/Legal Guardian Activities</b>	Family Engagement: Weekly activities (minimum 1 hour/week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to GED, ESL. Parents will be encouraged to participate in the voluntary Parent Academy to increase involvement in their child's education.												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	108808104	Vanguard Mozart Secondary 155 East Business Highway 83 Alamo, TX 78516						6 – 12	100	30			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/30/2021			12/17/2021			16			
Spring Term				01/04/2022			05/20/2022			15			
Summer Term				05/30/2022			06/30/2022			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote student/parent instruction (as needed), educational field trips, and college campus/workplace tours.												
<b>Parent/Legal Guardian Activities</b>	Family Engagement: Weekly activities (minimum 1 hour/week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to GED, ESL. Parents will be encouraged to participate in the voluntary Parent Academy to increase involvement in their child's education.												

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	108808101	Vanguard Rembrandt Elementary 1200 E Kelly Ave. Pharr, TX 78577						PK – 4	125	35			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/30/2021			12/17/2021			16			
Spring Term				01/04/2022			05/20/2022			15			
Summer Term				05/30/2022			06/30/2022			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote student/parent instruction (as needed), educational field trips, and college campus/workplace tours.												
<b>Parent/Legal Guardian Activities</b>	Family Engagement: Weekly activities (minimum 1 hour/week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to GED, ESL. Parents will be encouraged to participate in the voluntary Parent Academy to increase involvement in their child's education.												

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	108808101	Vanguard Rembrandt Secondary 1200 E Kelly Ave. Pharr, TX 78577						5 – 12	125	35			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/30/2021			12/17/2021			16			
Spring Term				01/04/2022			05/20/2022			15			
Summer Term				05/30/2022			06/30/2022			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote student/parent instruction (as needed), educational field trips, and college campus/workplace tours.												
<b>Parent/Legal Guardian Activities</b>	Family Engagement: Weekly activities (minimum 1 hour/week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to GED, ESL. Parents will be encouraged to participate in the voluntary Parent Academy to increase involvement in their child's education.												

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	108808103	Vanguard Picasso Elementary 901 South Athol Pharr, TX 78577						PK – 5	120	40			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/30/2021			12/17/2021			16			
Spring Term				01/04/2022			05/20/2022			15			
Summer Term				05/30/2022			06/30/2022			5			
Total number of weeks:										36			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00			2:00	
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not applicable.												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote student/parent instruction (as needed), educational field trips, and college campus/workplace tours.												
<b>Parent/Legal Guardian Activities</b>	Family Engagement: Weekly activities (minimum 1 hour/week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to GED, ESL. Parents will be encouraged to participate in the voluntary Parent Academy to increase involvement in their child's education.												



# THE SOUTH TEXAS LITERACY COALITION

---

November 19, 2020

**Texas Education Agency**  
Grants Administration Division  
Attn: Christine McCormick  
1701 N. Congress Ave.  
Austin, TX 78701-1494

Dear Ms. McCormick and TEA Representatives:

South Texas Literacy Coalition (STLC) is proud to extend this partnership agreement with Vanguard Academy in the proposed 2021–2022 Texas 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant application. STLC is a 501(c)(3) non-profit organization with a mission to enhance and enrich the quality of life of our region with literacy outreach through community partnerships that lead to more literate communities. STLC seeks to impact the lives of children and families in South Texas through the transformative power of literacy.

Vanguard Academy, STLC, and partners have collaborated to develop an engaging after-school program to meet the needs of some of this region's highest risk, underserved students and families. STLC supports the goal of the ACE Program: To establish quality and safe learning centers that promote and offer culturally suitable educational programs and activities aimed at improving and increasing the target students', particularly at-risk students, academic performance, attendance, graduation rates, college readiness, workforce competencies, social and behavior skills, etc., and parents' knowledge in college and career options, technology skills, employment competencies and certifications, financial literacy, parenting, and leadership skills. Further, STLC will add value to the program, expanding Vanguard Academy's capacity to achieve this goal while increasing the scope, quality, and sustainability of its ACE Program.

STLC has provided input in the development of this initiative and will assist with program support, planning, guidance, and implementation as well as in the delivery of academic strategies and enrichment services necessary to meet or exceed 21<sup>st</sup> CCLC performance measures. Vanguard Academy, STLC, and partners will work cooperatively to deliver a wide range of activities to ACE Program student and family participants including youth and family literacy activities, literacy skills training, parent engagement, college and career readiness, financial aid and financial literacy workshops, behavioral and social skills development, student leadership training, and socio-emotional learning (SEL).

STLC, an eligible 21<sup>st</sup> CCLC entity, is proud to partner with Vanguard Academy and partners to offer this high quality after-school learning initiative to at-risk students and parents in this region. The ACE Program will help to eliminate educational gaps and weakness in Vanguard Academy schools and support students in improving their academic competencies and performance.

Sincerely,

A handwritten signature in black ink, appearing to read "Jonathon Vasquez".

*Jonathon Vasquez*  
*Associate Director*





a Texas educational non-profit 501(c)(3)

November 16, 2020

Texas Education Agency  
Grants Administration Division  
Attn: Christine McCormick  
1701 N. Congress Ave.  
Austin, TX 78701-1494

Re: Joint Partnership Agreement for 2021–2022 Texas 21st Century Community Learning Centers, Cycle 11

Dear Ms. McCormick and TEA Representatives:


On behalf of the FIRST RGV, I present this partnership agreement with Vanguard Academy in the proposed 2021–2022 Texas 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant application. FIRST RGV is a non-profit educational organization with a mission to use robotics to inspire students to pursue a career in science, technology or engineering. FIRST RGV serves some of the most economically disadvantaged communities in Texas with unique bi-national culture needs and issues.

Vanguard Academy, FIRST RGV and partners have collaborated to develop a responsive, innovative and engaging after-school program to meet the needs of the region's high-risk, underserved students and families. The goal of Vanguard Academy's ACE Program is to establish quality and safe learning centers that promote and offer culturally suitable educational programs and activities aimed at improving and increasing the target students', particularly at-risk students, academic performance, attendance, graduation rates, college readiness, workforce competencies, social and behavior skills, etc., and parents' knowledge in college and career options, technology skills, employment competencies and certifications, financial literacy, parenting, and leadership skills. First RGV will add value to the ACE program and support Vanguard Academy's capacity to achieve program goals, scope, quality, and sustainability.

FIRST RGV representatives have provided input in the development of this initiative and play a key role in program support, planning, guidance, and implementation as well as in the delivery of academic strategies and enrichment services, particularly college awareness and readiness activities, required to meet or exceed the program objectives. Additional partnership efforts will include activity design, provision of services, data to inform program evaluation, and on-going sustainability efforts. Vanguard Academy, FIRST RGV, and partners will work cooperatively to deliver a wide range of activities including college and career readiness, financial aid and literacy workshops, behavioral and social skills development, student leadership training, parent engagement, STEM-based and socio-emotional learning (SEL), and professional development and enrichment strategies to educators, students and parents.

Vanguard Academy's ongoing relationship with FIRST RGV has afforded an opportunity for each of our eligible 21st CCLC entities to forge a partnership to eliminate the identified educational gaps and weakness experienced by at-risk, underserved students and support their enhanced academic performance FIRST RGV looks forward to this joint partnership with Vanguard Academy which will extend this high quality after-school learning initiative to serve at-risk students, parents and community residents

Respectfully

  
Jason Arms, President  
FIRST RGV, INC.

**FIRST RGV, INC.**  
PO BOX 4646  
McAllen, Texas 78501  
956.320.9311  
<http://firstrgv.org>