



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Increase student achievement in high poverty/low performing schools in Reading and Math at 2 Elem. Schools: Buena Vista "C": R-75% & M-80%; North Heights "D": R-33% & M-29%-target support/improve.	Offer afterschool and Summer academic enrichment to students in 2 Elementary School in the San Felipe/Del Rio Consolidated School District. Funding would allow for implementation of evidence based activities that would supplement and enrich the students' academics to close educational gaps among at risk S's.
Increase # of low Soc Eco Students experiencing academic, social, & emotional success. Buena Vista 60% at-risk & 51% Eco Dis.; North Heights 66% at-risk & 80% Eco. Dis. Both schools above the State average.	Funding will provide an additional 680 hours of high-interest, evidence based academic assistance and enrichment to an estimated 90 students that are at risk and economically disadvantaged. Funding would make the activities accessible to the at risk students for Mastery of TEKS plus grade level promotion.
Foster an appreciation for Education, School Attendance, and College and Career Readiness in students, parents, and the community. Increase school attendance rates and decrease behavior referral	Funding will allow for employment of a Family Engagement Specialist who will focus on goals that will engage students and parents in literacy, college and career readiness, counseling and school attendance activities. These activities will also make families aware of the importance of their role in education.

5. SMART Goal

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

By May of 2022, 75% of the students attending the Val Verde Training Center ACE Program will have made documented improvement in Reading and Math. In addition, they will have participated in 90% of the scheduled activities that focus on physical and mental health, college and career readiness, literacy, positive behavior, and school attendance. School attendance rates will increase by 5% and Behavior Referrals will decrease by 10% at each Elementary Campus. The Val Verde Training Center will have delivered 680 hours of enrichment activities and interventions to 90 students and their parents. Parents and Community members will be aware of the positive impact the ACE Program had on students, families, the school district and the community.

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

September 2021 - November 2021
 Sign in Sheets for Meetings with Administration, Faculty, Parents, and any other Stakeholders-Advisory Committee
 Copies of flyers, advertisement, etc. as recruitment efforts
 Documentation of training for Center Staff on Evidence Based Interventions and Enrichment Activities
 ACE Roster of Faculty, Staff, and Students. Documented activities, resources, lessons plans, individualized student intervention plans, documentation of accelerated learning. Number of students enrolled in the ACE Program,
 Summer Student Attendance records and 1st Progress Monitoring

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

December 2021 - February 2022
 Sign in sheets from advisory committee meetings to discuss progress of program and goals attainment
 Documented collaboration with school officials/staff on students enrolled in the ACE program and their progress
 Continued documentation of activities, lessons plans, and student participation and success
 Fall Recruitment Efforts, Student Attendance records for both ACE Program and School and 2nd Progress
 Monitoring - Sign in sheets for Family Activities
 Documentation of any parent conference held with parents of students that might need additional interventions or referral to an outside resource for additional support

Third-Quarter Benchmark

March 2022 - May 2022
 Sign in sheets from advisory committee meetings to discuss program progress and goals attained
 Review of students' progress monitoring for evaluation of additional academic needs before State Academic Assess.
 Documentation of intensive remediation activities - lesson plans
 Student Attendance Roster to both the ACE Program and Regular School and Sign in Sheets for Family Activities
 Ongoing collaboration with School District Officials/Staff on student and program progress as well as progress in their school courses.
 Assessment results indicating whether or not students made academic gains or mastered grade level TEKS

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.

As benchmark data is collected, the Advisory Committee consisting of the Project Director, Family Engagement Specialist, a Val Verde Training Center Adm., campus administrators, one teacher, and one parent will meet quarterly to discuss program and goals attained and make recommendations. In the meantime, the Project Director, Family Engagement Specialist, and Principals will work hand-in-hand to ensure fidelity of program implementation including monitoring and ensuring academic, support services, staffing, financial, and facilities needs are met for the success of the program. If a benchmark is not showing progress, the advisory committee will make recommendations to amend/modify the program by using evaluation data. For example: If the 2nd student progress monitoring shows that students are not progressing accordingly, then the interventions for those students will need to intensify and include progress monitoring more regularly; perhaps the student is needing a referral for a learning disability, needs additional support services, or the staff needs additional training. If parents are not attending the schedule activities, we will survey families for better times, topics of interest, etc. Let their voices be heard and plan activities that interest them but meet the statutory requirements.
 Evaluation of the Val Verde Training Center ACE Program will be conducted by an independent evaluator. Formative and summative evaluations processes will address whether or not activities are being implemented as planned; the program is making progress towards achieving goals/objectives; and services are positively impacting proposed outcome measures including school day attendance, course grades, decreased discipline referrals, advancement to the next grade level, college and career readiness, physical and mental well-being, and an appreciation for education among students and families. It is imperative that evaluation data be at the forefront of discussions as the program/project is being implemented. Data Collection of observations and surveys in October, February, and April will be crucial for optimal operation of the center.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.
 - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
 - b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
 - c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

NEEDS ASSESSMENT: In collaboration with our partners in the local school district, a comprehensive needs assessment was completed to identify the most needed academic support and quantify and qualify campus, parent, and community concerns for students performing below or approaching grade level readiness in reading and math, students with limited English proficiency, at-risk students, and appreciation for educational successes for students living below the poverty line. From this assessment, gaps and barriers were identified for students at the feeder campuses that could be addressed with quality out of school time, program specific services with enriched, high interest activities for students and extensive support and inclusion for families to guide their understanding of the importance of educational successes. The needs assessment also looked at community and campus needs as defined by resources identifying barriers to locally provided services, availability and location of locally provided services, as well as determining programming and funding needs to reduce duplication of services. During the processes of the needs assessment, many data sources were reviewed, including: District and Campus Improvement Plans; community and school demographics and economic data for families in the attendance zones of the feeder campuses from the U. S. Census Bureau and www.welfareinfo.org; local Colonia (Cienegas Terrace) family poverty statistics; State of Texas standardized test scores (STAAR); Annual Federal Report Card, www.TXSchools.gov; Texas Academic Performance Reports (TAPR) for district and campuses; Public Education Information Management System (PEIMS); student records that included benchmark data for reading and math as allowed by FERPA; and information from local organizations that offer support for families of at-risk students and students living in poverty. During the compilation of data from all sources and discussions of sustainability as well as the need for volunteers and local support, our Project Planning Team needed to include administration from each feeder campus and the district level, campus reading and math instructional strategists, as well as supporters from local 501 (C) 3 organizations, and an expert for nutritional guidance. **STUDENTS DEEMED “MOST IN NEED”** : The needs assessment identified students in grades K-5 as most in need of academic supports for math and reading as well as economically disadvantaged and at risk at two (2) campuses: Buena Vista Elementary(BV) and North Heights Elementary(NH). Economically Disadvantaged and At Risk indicators were significantly higher than the state averages at both campuses: BV-51% Eco/Dis and 60% At Risk and NH-80% Eco/Dis and 67% At Risk. These students come from families living below federal poverty lines. The majority are Hispanic. North Heights is identified as needing Targeted Support and Improvement. Number of students center plans to serve from each campus. 100% of the students being served are both economically disadvantaged and at risk. 66% of the students will come from North Heights which is identified as needing targeted support and improvement and 34% of the students will come from Buena Vista which is a campus at risk of being identified as needing targeted support. **ASSESSMENT AND RECRUITMENT OF STUDENT, NEEDS OF WORKING FAMILIES:** The Center will use various data collected from the campuses to continuously assess and recruit students to the ACE program. Student information that will be utilized will come from STAAR Math and Reading results, promotion/retention lists from each campus, current benchmarks in math and reading from each campus, as well as attendance and behavioral records. Knowing that supporting families with educational knowledge will be a major benefit to all students involved in the ACE program, we plan to hold weekly to target working families. Each Monday of each month from 5:00 PM - 6:00 PM will be set aside to work with parents. The activities will be themed beginning with Educational Literacy on the first Monday, the second Monday will cover College and Career information, the third Monday will include information on Physical and Mental Health concerns, and the fourth Monday will be a celebration of successes for Student Attendance, Behavioral Progress, and Student Academic Successes.

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9. Statutory/Program Requirements (Cont.)

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

The Val Verde Training Center ACE Program is designed to increase overall student achievement especially in Reading and Math, School Attendance, Positive Behavior, Grade Level Promotion, College and Career Readiness, and Physical and Mental Well-Being in students Kinder through 5th Grade from two different Elementary Schools near the Val Verde Training Center. The program is designed to run from 3:15 to 6:15pm 5 days per week during the school year plus 10 weeks during the Summer from 7:30am to 11:30pm. The Val Verde Training Center Administration along with the campus Principals, have identified the at-risk targeted population at each campus. With planned recruitment efforts and buy in from students and parents (with student choice activities), the following is planned to positively impact the Grant and Center Measures:

IMPROVE STUDENT ACHIEVEMENT: Students will participate in homework help from 3:15 to 4:15. Homework help activities will supplement their instructional day. From 4:15 to 4:45, students will have a snack/break along with education on physical activity and nutrition. The snack program will include a nutrition and arts/music curriculum. From 4:45 to 5:45pm, students will engage in small group or individualized intervention/remediation activities that link to needs assessment and can be monitored for progress. Teachers will plan, implement, and evaluate content-specific tutorials as appropriate to each grade level and will provide academic assistance appropriate to all achievement levels. This program will provide the necessary time for individual and small group activities that incorporate STAAR preparation, STEM activities, college and career readiness activities, health and wellness, and the importance of an education. From 5:45 to 6:15, students will engage in Technology Enrichment Activities. Curriculum Programs will include evidence based industry programs as appropriate and will supplement the students' regular school day curriculum.

INCREASE ATTENDANCE, POSITIVE BEHAVIOR AND COLLEGE AND CAREER READINESS: The campuses participating in the program have documented evidence of school suspensions and chronic absenteeism. The Val Verde Training Center ACE Program will increase attendance and positive behavior by engaging students and parents in evidence-based enrichment programming that support students as they cultivate values, skills and relationships that lead to positive behaviors, better health and educational achievement. The Family Engagement Specialist will collaborate with staff to engage families in the following once a week:: 1st Monday of the Month - Activities that promote education and literacy; 2nd Monday of the Month - Activities that help explore college and careers; 3rd Monday of the Month - Activities that promote physical and mental health and the final Monday of the Month, Val Verde Training Center ACE Program will hold celebrations rewarding student attendance, behavior, and academic success. In addition, parents will participate in culturally and linguistically responsive workshops such as parenting skills, motivating your children, importance of school attendance, community resources, and any other topics deemed necessary by parents. These sessions will be translated to accommodate Spanish Speaking Families.

IMPROVE PHYSICAL AND MENTAL WELL-BEING: The program will include lessons on physical and mental well-being. The lessons will focus on physical activities, nutrition, art, music, and a variety of cultural exploration and career discovery activities. Parents and families will improve their support of their children's education as they participate in the above mentioned activities. Collaboration between the Campuses and the Center will also help target families that could be in need of support services. Cooperative agreements with various organizations in the community will also support this initiative as we strive to remove barriers that connect families to schools.

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9. Statutory/Program Requirements (Cont.)

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

The Val Verde Training Center ACE Program is designed to meet the Texas ACE objectives to increase student achievement, positive behavior, and college and career readiness. The Center will provide a comprehensive after school and Summer program that offers a wide variety of supplemental academic and enrichment activities for students and their parents. The targeted population is the at risk at each one of the campuses. In collaboration with the two campus administrators, the Center will provide 42 total weeks of programming that incorporates academic assistance, enrichment activities, parent and family support services, and college and career readiness activities. During the school year, the After School Program will provide 32 weeks of support Monday through Friday from 3:15 to 6:15. The Summer Program will run for 10 weeks Monday Through Friday from 7:30am to 11:30pm June 13th through August 19th. The program will begin on September 6, 2021 and run through August 19, 2022. The Program will use engaging, developmentally and age appropriate learning strategies to provide rich meaningful enrichment activities while increasing students' academic skills especially in literacy and math. Aligned with the TEKS, the academic activities provide students with extra support in the content areas needed for increased academic achievement. The homework help block will focus on supplementing the students' school day and engaging them in result driven, grade and skill specific literacy activities that allow students to practice and reinforce literacy skills learned during the school day. The lower grade level students will engage in an emergent reader literacy block to master foundational reading skills. During the remediation block, students will engage in small or individualized group instruction with hands on activities. This block is specifically designed to avoid paper pencil drilling, placing a strong emphasis on problem solving, teamwork, and cooperative learning at all grade levels. The other block consists of physical and nutrition education along with art and music. Target focus is closing educational gaps for overall academic success. Weekly, families will engage in activities that target Importance of Education and Literacy, College and Career Readiness, Physical and Mental Health, and Celebrations of Success. These sessions will also be translated to accommodate Spanish Speaking Families. Of course, during the Summer, the hours per block will be extended to provide additional support and accelerate students learning in preparation for the following school year. The family engagement events aims to increase parents' and guardians' knowledge, skills and behaviors regarding their children's development and education. During the regular school year, The Program Director will coordinate with campus administrators or teachers to review student needs on a weekly basis and plan for integrated program activities that supplement the curriculum at the campus level. Constant communication will be key to success. Oversight of the program will be led by the Program Director in collaboration with the Family Engagement Specialist. Lessons plan will be required along with documentation of small group or individualized remediation intervention plans. Student academic, social, and emotional progress will be documented and reviewed to ensure students are engaging in meaningful lesson. Formal and informal student surveys will be conducted to ensure student motivation and engagement.

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9. Statutory/Program Requirements (Cont.)

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

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

This applicant is part of a planned partnership

The applicant is unable to partner

Val Verde Training Center, a community-based organization with 20 years of experience serving students and parents during after school and Summer, will partner with two feeder schools, Buena Vista Elementary and North Heights Elementary, in the San Felipe- Del Rio Consolidated Independent School District to meet the objectives of increasing the Math and Reading achievement scores; increase the number of economically disadvantaged and at risk students with academic, social, and emotional success; and bolster the understanding and appreciation of Educational Success, positive attendance practices, and College and Career activities of students in grades Kindergarten - 5th grade. Providing quality activities that will be utilized to enrich and support the daily TEKS based instruction on the feeder campuses and providing meaningful educational activities for families will be provided to increase successes for students and their families are the main goals of the partnership.

The goal is to continue to operate the after school and summer school services at the proposed center to serve students and families through the relationships developed and commitments from faculty and staff as well as the community. By leveraging multiple funding sources including ISD funds and in-kind services, state and local funds, supports from community based organizations, donor funding, and foundation grants, strategies for continuing the program through leveraged funds will be in place ensuring that the strong supports for students and families continue. Local community collaborators such as the individual campuses, local businesses, community organizations, and partner agencies will play an integral part in the provision of core volunteer services, curriculum, program ideas, and overall sustainability of the program. The partnering campuses will continually provide full access, as allowed, to student demographics and data as well as volunteer support for the program. Presentations to highlight the many success of the program for participating campuses and district level or school board meetings help to build momentum for sustainability.

As of the date of this application, students from Buena Vista and North Heights Elementary who are from high poverty, low performing schools, do not have access to after school or Summer school enrichment activities in their neighborhood communities. This program would be expanding accessibility to high quality services and enrichment activities to these students and their families as we also form cooperative agreements with organizations such as: United Way, Community health Involvement Council, City of Del Rio, Casa de la Cultura, Fire House for the Arts, Music, Friends of Del Rio Animal Rescue, Walmart Fdn., Texas Office of the Governor Public Safety Division, Heritage Academy of Learning Charter School, Val Verde County Library, STAR Counseling, Middle Rio Grande Development Council, Laughlin Air Force Base, Esperanza First of Del Rio, Sul Ross Univ., and Amistad Park Univ.

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9. Statutory/Program Requirements (Cont.)

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

We know from research that successful high quality after school programs consists of nine practices that we will apply:

1. Goal Setting, Strong management, and Sustainability - We have defined our goals and will implement research based programs and practices to supplement academic instructional practices, will employ a project manager and family engagement specialist, and plan on sustaining the program beyond the grant cycle.
2. Quality Staffing - State Certified Teachers will be employed and required to attend the ACE & TEA trainings
3. High Academic Standards - The program will follow the campus curriculum and target mastery of TEKS
4. Safety, Health, and Nutrition - The center is a safe learning environment suitable for Kinder through 5th grade and program will target health and nutrition curriculum
5. Effective Partnerships - The Center will partner with San Felipe Del Rio Consolidate School District and two of their Title 1 Campuses: Buena Vista Elementary and North Heights Elementary. It will also have cooperative agreements with various organizations in the Del Rio Community.
6. Strong Family Involvement- Translated sessions planned for Family Involvement will target Education and Literacy, College and Career Readiness, Social and Emotional Well Being, and Positive Celebrations of Success
7. Enriching Learning opportunities - The enrichment activities are designed to foster the whole child, focusing on promoting academic development and supporting social emotional development
8. Linking School Day and Afterschool Personnel - Constant communication has been planned to ensure collaboration between the campuses and the Center Personnel. Email, Phone Calls, Face to Face Conference
9. Evaluation of Program Progress and Effectiveness - Form. & Sum. Evals along with observations will take place

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.

Participating students live near the Mexico border and in harms way due to the increase in illegal alien activity we are currently experiencing. Students from North Heights would have to walk 2.7 mile to the Center while students from Buena Vista are only steps away from the Center. Transportation of some students will be necessary. The Center has three vans and are equipped with seat belts as requirement for students. The family engagement specialist will be front and center of making sure that all families are aware of the Centers dedication to getting their child or children to and from school safely is a high priority. Attendance will be a major focus and erasing the barrier of transportation must be a major priority to assure the success of the ACE program and student achievement. For the Fall and Spring semesters after school programs, the vans will be utilized to meet and pickup students at their respective campus and deliver them to the Center for after school learning. Some students will be counted in our family pickup cluster where parents will assemble and drive through the covered area for students to be put into vehicles. Students of working families that are not able to pick up their child or children will have the option for van delivery to their home. Our program does not allow students to leave the center without being in the presence of their parent or guardian. For the Summer program, our hours are 7:30 - 11:30 allowing parents to drop off their students at the center each morning. If parents are not able to drop off their child, the Centers vans will be employed to pick up students at or near their homes. The afternoon dismissal will be the same as for Fall and Spring. Parent pick up is preferred but not mandatory, working parents are urged to pick up their child or children. If that is not workable for some, the Center will deliver students at or near their homes after school is let out. Special arrangements will be made with working parents if a conflict or emergency may arise. The Center will continuously strive to ensure that transportation is not a barrier for student attendance in the after school or summer programs.

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9. Statutory/Program Requirements (Cont.)

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

If awarded, the community will be informed in the following manner:

1. The program director will develop a flyer in both English and Spanish to distribute to parents, school officials, radio station, newspaper, churches, hospital, human resource office, grocery stores, etc. The flyer will include the Grant's Name highlighting the ACE Program, Community Center Name and location, contact information, schedule of services, goals of the program, and eligibility information.
2. The same information will be placed on the San Felipe Del Rio Consolidated School District Website along with each one of the Campus' webpages. The Val Verde Training Center will also post the information on their website.
3. Program information will be sent home at the beginning of the school year. Parent letters will include their child's reading level to illustrate the need for focused literacy services offered by the ACE Program. Due to a high percentage of Spanish Speaking Families, information and materials on the program will be available in Spanish.
4. The school district will also utilize the push notification system REMIND to send information about the ACE Program and eligibility.
5. A follow up to notices with no response will be made by email, phone calls or face to face conferences.
6. Community Center staff will be available to enroll students at the parents' convenience and to assist them with the necessary paperwork.

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.

Priority 1 - Data from the 2 Campuses
 North Heights Elementary: D in accountability with 33% in Reading and 29% in Math. At risk population is 67% and Eco. Dis. is 80%. English Learners 7% and Special Education is 12%.
 Buena Vista Elementary: C in accountability with 75% in Reading and 80% in Math. At risk population is 60% and Eco. Dis is 51%. English Learners 25% and Special Education is 10%.
 The Val Verde Training Center ACE Program will coordinate with federal, state, and local programs to effectively use the program resources on both campuses. The program director will work closely with the director of special programs coordinating and align services for the students as appropriate. Project Director will ensure all programs at the campuses are sharing information and data and coordinating services to best meet the needs of the students. Whether its ESL, Bilingual, Migrant, Special Education, etc. services and individualized educational plans will be shared and implemented on both the campus and center. North Heights is a Target Support and Improvement Campus with ESEA Initiatives in place. The proposed program will provide a more robust curriculum year-round for students struggling in Reading and Math and also provides enrichment to promote non-cognitive skill building as well as family engagement activities that support the initiative. This program will have a more significant impact on students with a wider and deeper reach as we coordinate initiatives. Students from both campuses will improve their academics significantly enough to show improvement in closing academic gaps and contribute moving their campus rating overall to at least a "B" and sustaining it at that level for three consecutive years.

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9. Statutory/Program Requirements (Cont.)

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

In partnerships with San Felipe Del Rio Consolidated School District, the Val Verde Training Center will coordinate resources to sustain the afterschool and Summer ACE Program beyond the grant period. During the first year of the grant implementation, we plan to develop plans and progress assessments towards a local sustainability plan. We will continue to assess the needs of the students and goals met in the academic, social, and emotional well-being of the students. We are committed to working in partnership with the school district to provide much needed academic support and foster ownership of the program within the schools. We will be proactive in developing a long-term funding plan to diversify the support and ensure our program's sustainability. We will continue to seek Federal and State funding as well as local support for sustainability.

We plan to share our Val Verde Training Center ACE Program success with stakeholders in our community that will cultivate diverse funding resources, including individual donors, new grants, and partnerships. This grant resources will assist our program in local sustainability efforts as we build our local capacity through training (enabling teachers to continue to provide struggling students with high quality programs), technical assistance (software and curriculum), and the establishment of the ACE Program. This will help us to establish a program that will demonstrate success in the performance measures and will prove necessary for the students of Buena Vista and North Heights Elementary. Our Cooperative Agreements with the various organizations mentioned in part 4 of this application will also prove necessary for sustainability of this program beyond the grant years.

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)

Choosing not to use volunteers for implementation of the ACE Program.

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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.

Buena Vista Elementary has 27 males and 26 females with chronic absenteeism and 10 total behavior suspensions. North Heights Elementary has 26 males and 41 females with chronic absenteeism and 16 total behavior suspensions.

Our Goals is to recruit a targeted population, engage them in activities that supplement their academics yet have their voiced choices, and retain these students throughout the duration of the School Year plus Summer School. Continuation of the program services will be imperative for student success.

Strategies for Recruiting: Identified targeted population will be recruited by parent/teacher/student conferences, surveys, self assessments, student interested inventories, understanding STAAR results, removing language barriers, and providing incentives for student attendance.

Strategies for Retaining: Celebrate student successes in groups and individually, contracted services for activities of high interest, continued interest inventories for students and families, setting short and long term goals for students and have them track their success and challenges and allow them to be a part of the decision making team for their own interventions.

Dosage for Fall/Spring: 432 hours Summer Dosage: 180 hours - this would be a 90% attendance rate

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.

The proposed center operations schedule and corresponding staffing and budget plans are driven by the data and information from the comprehensive needs assessment. A robust program will be monitored and enhanced continually through program acquired data, stakeholder feedback, and family engagement. Our main priority and driving focus will be to ensure comprehensive, targeted support and improvement to expand accessibility to high quality enrichment services. The strong, collaborative relationship put in place between the local campuses and the center will ensure that all students are able to demonstrate successes both at the campus and center levels. The programs and activities provided will reinforce and complement the regular daily academic programs of the campuses and will target the needs of each individual student. Additional services programs and a broad array of activities will be included in the comprehensive center level plan and will be driven by opportunities for active and meaningful engagement from families and feedback from the students' voices.

Implementation of quality preferred activities at the center level that highlight student and family responses for interest priorities will support and maintain positive gains on the measures of effectiveness and student service targets. Expansion of opportunities for communities and the center to expand activities that promote positive academic programs, are high interest for participants, and that are designed to complement the regular academic programs for participating students will be at the forefront of the center level plan.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Project Director - Full Time	\$50,000
2.	Family Engagement Specialist - Part Time	\$15,000
3.	6 Teachers	\$122,400
4.	Employee Benefits	\$5,000
5.	Bus Drivers	\$14,175

Professional and Contracted Services

6.	Fine Arts, Music, Dance, Karate, Coding, STEM Projects Consultants	\$9,500
7.	Rent	\$30,000
8.	Evaluator	\$3,000
9.		
10.		

Supplies and Materials

11.	Curriculum	\$15,000
12.	Snacks	\$17,000
13.	Technology	\$5,000
14.	School Supplies	\$15,000

Other Operating Costs

15.	Training and Travel	\$5,000
16.		
17.		

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"/>	

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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	1742898 71700	Val Verde Training Center, 709 Kings Way, Del Rio, Texas 78840 830-719-6898	2	K-8	90	68
2						
3						
4						
5						
6						
7						
8						
9						
10						

Texas ACE						Program Year						
Center Operations Schedule (one per center)						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	174289871700	Val Verde Training Center, 709 Kings Way, Del Rio, Texas 78840	K-8	90	68							
Feeder	233901110	Buena Vista Elementary, 100 Echo Valley Dr, Del Rio, Texas 78840	K-5									
Feeder	233901103	North Heights Elementary, 2003 N. Main St., Del Rio, Texas 78840	K-5									
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		September 6, 2021	December 10, 2021	13 Weeks								
Spring Term		January 10, 2022	May 27, 2022	19 Weeks								
Summer Term		June 13, 2022	August 19, 2022	10 Weeks								
Total number of weeks:				42 Weeks								
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30	11:30		
Tuesday			3:15	6:15			3:15	6:15	7:30	11:30		
Wednesday			3:15	6:15			3:15	6:15	7:30	11:30		
Thursday			3:15	6:15			3:15	6:15	7:30	11:30		
Friday			3:15	6:15			3:15	6:15	7:30	11:30		
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				20 Hours			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Memorandum of Understanding

Between

Val Verde Training Center Inc.

And

San Felipe Del Rio Consolidated Independent School District

This Memorandum of Understanding (MOU) sets the terms and understanding between Val Verde Training Center Inc. (VVTC) and San Felipe Del Rio Consolidated Independent School District (SFDRICISD) to provide after school and summer academic, enrichment and social support for students and families enrolled in VVTC's ACE 21st Century Learning Center contingent on grant funding.

Background

The program will provide academic assistance and enrichment activities to high poverty low academic performing students and their families who otherwise would lack accessibility to adequate services.

Purpose and Goal

This MOU will accomplish the need to serve 90 students from SFDRICISD's North Heights and Buena Vista Elementary campuses by expanding capacity to both organizations to ultimately increase the academic performance of students. The program is targeting students who are qualified to receive academic assistance under VVTC's ACE 21st Century Learning Center.

The above goal will be accomplished by undertaking the following activities:

VVTC will provide:

- Recruitment of student, working with SFDRICISD staff and provide the required forms to qualify and enroll in VVTC's ACE 21st Century Learning Center.
- Will provide orientation regarding VVTC's ACE 21st Century Learning Center policies and requirements.
- Program Director will monitor students' eligibility and progress.
- Keep a daily attendance of students who are enrolled at the facility.
- Management of all fiscal requirements of the grants.
- Communication pertinent to the program on an ongoing basis.
- Provide After School and Summer Academic and Enrichment Activities for a total of 680 hours.
- Provide certified teachers with appropriate ACE 21st Century Training
- Provide Family Engagement Activities with a focus on Literacy and College and Career Readiness
- Provide transportation as needed to ensure student safety

- Submittal of required data to TEA through the ACE Program Platform throughout the duration of the grant period.

SFDRICISD will provide:

- Provide academic and discipline records of students enrolled in the VVTC's ACE 21st Century Learning Center.
- Coordination of efforts with Program Director needed to ensure review of student progress, STAAR results, special programs information, etc.
- Coordinate initiatives to align student services as appropriate
- Assist in the recruitment of students and families by providing adequate student information and demographics
- Support the ACE 21st Century goals by coordinating advertisement efforts, serving on the advisory committee, encouraging students to meet attendance and discipline goals, and recognizing family engagement efforts.
- Open line of communication for successful implementation of the ACE 21st Century Program both at the Center and on Campuses.

Funding:

If successfully awarded, funding will be exclusively provided by the Cycle 11 Year 1 21st Century Grant. There are not matching requirement for the Center or SFDRICISD.

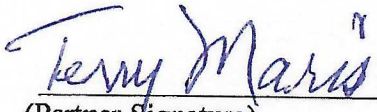
Duration

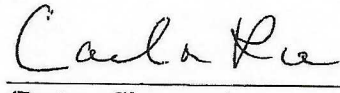
This MOU is for the duration of the Cycle 11 Year 1 of the 21st Century Grant and may be modified by mutual consent of authorized officials from VVTC and SFDRICISD.

Contact Information

Mr. Terry Maris, President
 Val Verde Training Center Inc.
 709 Kings Way, Del Rio, Texas 78840
 830-719-9781
vvtc@valverdetrainingcenter.com

Dr. Carlos Rios, Superintendent of Schools
 San Felipe Del Rio Consolidated ISD
 315 Griner Street
 830-778-4000
carlos.rios@sfdr-cisd.org

 Date: 1-19-21
 (Partner Signature)
 Mr. Terry Maris, VVTC, President

 Date: 1-19-21
 (Partner Signature)
 Dr. Carlos Rios, SFDRICISD, Superintendent