



**2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC),  
Cycle 12, Year 1  
Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023**

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](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  to  **Pre-award costs:**

**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  UEI

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 NOGA will be released.

**4. Identify/Address Needs**

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

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

Vanguard is a charter system that operates a unique network of 8 high-need charter schools, serving students in grades PreK-12 in 5 elementary and 3 secondary schools in the communities of Alamo, Edinburg, and Pharr, located along the Texas-Mexico border in deep South Texas. Vanguard's target population comes from communities that include at-risk youth, a high percentage of minority, limited English proficient (LEP), low-income families and some of the most underserved and undereducated students in Texas. Vanguard conducted an extensive community and charter-wide needs assessment process guided by the Grant-Level Strategic Plan to evaluate the community needs and available resources needed to support 9 community learning centers. DATA The need for after school/summer programs and activities in Vanguard's communities were determined only after a thorough review of multiple sources of data, i.e. ●Parent, community and student perceptual/interest feedback (focus groups, surveys, rubrics, pre-post, etc.)●Local campus/district level data and longitudinal student achievement data●Student and community demographics (race, ethnicity, SES, LEP/ELL, Special Programs, etc.)●State assessments (STAAR, SAT, TSI, etc.)●Local academic performance (grades, GPA)●Attendance (ADA, sign ins, etc.)●Behavior/discipline●TAPR●PEIMS●School Report Cards●Accountability Ratings●ESEA●Title I, etc., and compared ALL to state outcomes. NEED Data sources identified specific needs of students, families, and the community and served as a method to prioritize the schools and students most in need of ACE resources and program out-of-school time and services. Vanguard's schools currently serve 4,906 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 ●28.2% live in poverty●41.1% do not speak English at home●82.6% of adults have only a high school diploma●only 12.3% have a bachelor's degree. Vanguard's student population consists of●98.9% Hispanic●73.6% low socio-economic status (vs State at 60.2%)●74.2% at-risk (vs State at 49.1%)●45.1% English Learners (vs State at 20.6%). Vanguard academic proficiencies fall below State 2021 outcomes●42% of students met STAAR standards in Reading●19% met Math compared to the State's 45% and 37%, respectively●College readiness (SAT:2020-2021) is below the state●32% of students passed SAT at or above criterion (vs State at 35.7%), etc. NEEDS/FAMILIES Focus groups were held of students, parents, school administrators, teachers as well as student and parent input/surveys gathered to determine needs of working families and students. Parents revealed a high need for engaging after-school programs for youth in grades K to 12 (95%). Also noted as important were●Academic support(90%)●College/career readiness(87%)●Safe learning environment(95%), etc. Students survey/input showed interests in providing after school●Homework assistance(75%)●Enrichment(97%)●Arts/music(90%)●Sports (87%)●College/career readiness(85%). TARGET PARTICIPATION●Vanguard and partners are proposing to implement 9 ACE centers (MOU attached) in its most at-risk schools across Edinburg (2), Alamo (2), and Pharr (5), Texas to provide: ●Family engagement for 250+ parents/adult●825+ target at-risk students with targeted academic support with High Quality Instructional Materials (HQIM): Zearn Math, etc. and High Impact Tutoring (HIT), etc., for 180+ students●School-day aligned academic services with a focus on●Academics●Attendance●Graduation●Enrichment●College/career, etc.

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**5. Measurable Goals and Progress**

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

SMART GOALS (see attached) were created based on the analysis of multiple measures of data (prior noted) in Fall of 2022, aligned to the Performance Measures (GPRA) and gleaned from the comprehensive, systemic community and campus needs assessment. A description of BENCHMARKS includes incremental quarterly (Q1-Q3) measures to reach the desired SMART goals as follows: Q1-Fall (Aug. 2023- Oct. 2023)●Hire 100% staff ●Implement an extensive marketing community outreach and recruitment at 100% centers●Prepare with academic, enrichment materials/supplies to provide quality student/parent services at 100% of centers●Engage 100% staff in professional development per project plan●Recruit 100% students/parents and begin targeted services (student profiles/log-in records)●100% students with school-day attendance rate at/below 90% in the prior school year will be identified for targeted services●100% of high need and at-risk students will be identified for target services. Q2-Winter(Nov. 2023-Feb. 2024)●Measure progress toward 3% or more increase on local STAAR aligned (short cycle/interim) benchmark assessments●Assess demonstration of decrease of (10% or more) in-school suspensions compared to the previous year (PEIMS)●Gather teacher input, survey and rubrics to gauge improvement (25% or more) of teacher-reported student engagement in learning and●100% of centers will do TEA Fall QAP/report to TEA via TX21st data system. Q3-Spring(Mar.-Jul. 2024)●90% students will complete coursework and be promoted to next grade level, measured by grades●90% students with a prior-year unweighted grade point average (GPA) less than 3.0 will demonstrate improvement●75% students will be exposed to college, career culture and postsecondary educational experiences (college visits, guest speaker, etc.)●95% students and parents will engage in a Summer Learning Institute●25% parents will report gaining skills and knowledge (leadership, financial literacy, SEL, college readiness, etc.)●Students will demonstrate a 3%+ increase from baseline in on STAAR Reading and Math●100% centers will meet goals, benchmarks and be rated "Implementing" or higher on TEA (Quality Indicators). \*Baseline data has been collected for a number of the proposed measures and missing baseline data will be collected upon award. STRATEGIES Key evidence based strategies are embedded within the above benchmarks, aligned to the performance measures and will begin with completing an updated needs assessment by August 1, 2023, and notifying constituents by press releases and social media, etc., and include:●Review of activity and budget plan to ensure alignment with needs and SMART goals●Meet with school board to announce the project and solidify commitment. RECRUIT/RETAIN●Identify target students, parents and adult family members and recruit those most in need of the ACE program (performing below grade level expectations, etc.) to occur through data analysis, one to one and small group sessions, referrals, before, after school and lunchtime awareness, informational materials, social media, meetings, etc.●Retaining students will be a priority, thus enrichment opportunities, outreach and personalized support, etc., will occur. PARENTS/ADULTS●Host events, meetings, workshops●Offer ACE services based on needs/interests●Gather community feedback sessions to inform project modifications, etc. RECRUIT STAFF●Post positions to recruit qualified job applicants/program staff to implement high quality activities●Finalize any/all contracted positions. PROGRAM OPERATIONS●Monitor a safe, supportive, and educationally enriching environment for all students, staff, and families.●Ongoing observe/monitor staff/fidelity of program implementation by reviewing and modifying project plan with mid-course corrections based on data/findings●Create effective program structure, hierarchy and fill specific job duties for all qualified personnel at 9 ACE sites. ALIGN SCHOOL-DAY●Collaborate with school-day staff, train and offer professional development●Support/align core content/TEKS accelerated/engaged learning, HQIM and HIT, etc.●Check attendance records to ensure students are receiving effective program dosage●STAAR preparation activities for target students and parents●Analyze STAAR results and target activities for students needing retests, etc.●Conduct parent trainings on strategies to reduce learning loss in summer. MONITOR FIDELITY●Ongoing review of student performance, attendance and relevant data●Develop action plan●Implement TEA QAP●Continuous program evaluation activities●Report to TEA TX21st data system.

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## 6. Project Evaluation and Modification

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

EVALUATION Vanguard realizes evaluation feedback is critical for continuous quality improvement and for ongoing sustainability of the ACE program. Evaluation will include program monitoring with both formative and summative methods that will gauge the ongoing progress toward meeting benchmarks and summative SMART goals. The evaluation is designed to assist the improvement of program quality and increase academic outcomes, aligned to: benchmarks, SMART goals performance measures and Texas ACE Blueprint, etc. Selection will occur of a qualified independent external evaluator with 20+ years of experience in state/federal grant evaluation. MODIFICATION

- Data collection for formative evaluation will address implementation of project activities, progress on benchmarks, etc., and If the benchmarks or summative SMART goals do not show progress, review and evaluation data including
- Academic/Assessment Performance●Attendance●Grade Point Average(GPA)●Graduation●College Readiness
- Student/Parent Engagement, outcomes, etc., will guide modifying program services, support and activities, accordingly. STATE ACTIVITIES●Comparison of state activities with Vanguard ACE performance will inform project evaluation and continuous improvement efforts, etc. Ongoing data findings will also be critical in determining progress, informing any necessary program modification based upon activities'/services' effectiveness and impact on all SMART goals/benchmarks such as overall student achievement, etc. Program effectiveness will be assessed through data methods aligned to●TEA tools●ACE Blueprint●QAP/Qis●Project Plan●Performance (GPRA) measures and include:●Collecting program, student/adult/family member level data●Qualitative and quantitative data (FERPA compliant) i.e.●Surveys (annually)●Participation logs (daily)●Activity logs (weekly)●Types of student, teacher and adult training activities (topics, frequency, participation, and competencies-weekly)●Total students and parents/adult family members served (weekly)●Compare pre/post records students' performance (attendance, grades, GPA, graduation, discipline, promotion, engagement, etc. - monthly)●Observations by ACE staff (quarterly), etc.

## 7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21<sup>st</sup> CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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**8. Statutory/Program Requirements**

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

Vanguard is proposing to implement a highly engaging after-school and summer program at 9 participating ACE centers. Services will be provided to students attending schools that implement targeted support activities, including high quality instructional materials (HQIM), and high-impact tutoring (HIT), support learning and have an at risk population (74.2%) which is greater than the state's at-risk rate of 49.1%. Vanguard's ACE Program will offer evidence-based academic supports and interventions, enrichment opportunities, parent support and college and career readiness activities to students and their families, particularly at-risk, low-income, and English Learners, during non-school hours. During the regular 2023-2024 school year (fall/spring), each Vanguard ACE center will exceed the required 155 days by operating Monday-Friday (3:45pm to 6pm: 2 hours 15 mn/day) for 181 days. ACE activities will be held for a total 135 minutes per day at each of the 9 operating ACE centers. Students will be served age/grade appropriately at each center by grade levels (K-7, K-8 or K-12). Summer services will be provided for an additional 26 days, 4 days a week (Monday to Thursday, 6 hours per day or 360 minutes from 8am to 2pm. Services will be provided at no cost to participants. TARGETED ACADEMIC SUPPORT Academic, accelerated learning, including high quality instructional materials (HQIM), high-impact tutoring (HIT), etc.) and academic enrichment activities, etc., will align and be integrated with the regular school day, campus curricular programs, and state standards to address student needs. STUDENT INTEREST-BASED ENRICHMENT Enrichment activities will enhance academic activities and include research based interactive project-based learning (PBL). 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 benchmarks, STAAR scores, GPA and grades in core subjects, Vanguard ACE will provide developmentally appropriate academic supports including: Theme-based literacy and numeracy instruction: Targeted TEKS aligned, evidence-based academic interventions, academic enrichment, prescriptive tutoring (HIT), etc., homework support, study skills development, and ELL support to students in most need of academic assistance, and STAAR-EOC preparation. ENGAGING STUDENT ACTIVITIES Vanguard ACE will work with joint partners (Statutory Priority 2- Letters attached) and service providers to offer a wide array of engaging, age-appropriate activities for youth in grades K-12. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including 1.Enrichment activities such as: project-based learning (PBL) (robotics, STEM), physical fitness/wellness activities, arts (hip hop, dance, spoken word), computer literacy and educational field trips, etc. 2.Socio-Emotional Learning (SEL) including youth leadership and character development.3.Students will have access to alcohol, tobacco, drug, and violence prevention training, college awareness including assistance with college search, college admissions and financial aid applications, college visits, career readiness and exploration. PARENT/ADULT ENGAGEMENT Weekly activities (minimum 1 hr./wk.) will include informational sessions: 1. Addressing parenting skills, 2.Fostering parent involvement in child's academic success, 3.Financial literacy, adult education, 4. College/career awareness, 5. Referrals to GED, ESL, etc. Activities will also 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. Summer services will be provided for an additional 26 days, 4 days a week (Monday to Thursday, 6 hours per day or 360 minutes from 8am to 2pm. Age/grade appropriate activities will include: literacy and numeracy development, targeted tutoring (HIT), etc., 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 (assistance with college admissions and financial aid, college search, and trips to local colleges/universities), career exploration, and standardized test prep. OVERSIGHT The ACE Project Director will coordinate and monitor all activities, supported by Site Coordinators and a Program Specialist with a specialty in Family Engagement/other areas. Vanguard ACE staff will survey students and parents at all 9 ACE Centers to ensure youth are engaged in program activities, solicit feedback, and and input to incorporate program suggestions. Weekly Adult Family Engagement activities (minimum 1 hr./wk) will allow students and parents to engage in learning together, provide parents insight into what their child is learning and foster parent involvement in their child's academic outcomes/successes, etc.

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**8. Statutory/Program Requirements (Cont.)**

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

ACADEMIC PERFORMANCE/ACHIEVEMENT Vanguard will use the Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs developed by the Texas Partnership for Out of School Time, which guided planning for this proposal and are based on national best practice data. All 9 Vanguard ACE centers will also use the You for Youth(Y4Y) tools (2021) developed for the U.S. Dept. of Ed., to guide 21st CCLC strategies. Finally, the centers will rely heavily on the Texas ACE Blueprint and the QAP to guide how we measure performance and achievement. Vanguard also conducts local observations and gathers feedback to identify areas for improved practices. Vanguard is committed to applying research and evidence-based practices to provide educational and enrichment activities that enhance academic performance, achievement, college and career readiness, and positive youth development of students. Research by the After school Alliance indicates that regular student participation in after school programs such as 21st CCLC programs was consistently associated with higher state assessment scores in reading and math (Shernoff, D., 2018). To ensure student mastery of STAAR core academic concepts, program activities will complement daily learning and academic instruction, extended day learning with targeted academic support using high-quality instructional materials (HQIM), high-impact tutoring (HIT), etc., and/or school-day aligned academic activities. Each center will offer after school learning supports and intervention activities for students Monday-Friday. Students will be served appropriately at each center by grade level. Targeted age-appropriate tutoring (i.e., HIT, etc.), homework aide, and hands-on learning activities (PBL/STEM etc)will support at-risk students in•Academic intervention/support•Academic proficiencies in core subjects•State and local academic achievement standards and•College and career readiness. POSITIVE YOUTH DEVELOPMENT Vanguard ACE will support students' positive youth development, with•Social-emotional learning (SEL) and skills building activities to strengthen youths' leadership skills•Character development•Creative expression, etc. COLLEGE AND CAREER READINESS activities will support youth and families with•Searches•Applicationsts/Tours•Financial aid, etc.

3. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

TRANSPORTATION NEEDS A thorough Community Needs Assessments was conducted in order to determine that Vanguard will operate 9 ACE Centers to be located in Edinburg (2), Alamo (2), and Pharr (5), consisting of 5 elementary, and 4 secondary schools. serving 825+ target at-risk students. This assessment also revealed that a majority of Vanguard students live in the local neighborhood/community in proximity to the elementary school grades (K-5). STUDENT TRAVEL FOR OFF-SITE ACTIVITIES Vanguard ACE will provide bus transportation services for students while participating in off-site program activities, such as enrichment, educational trips, workshops that occur off site (e.g., university, museum, etc.). Further, during activities located in areas other than the home center site, Vanguard will provide transportation from the location back to the home center site. As feasible, Vanguard ACE may also transport family members to off-site program activities. All bus safety policies, required student supervisory ratio as well as all local transportation guidelines, protocols and procedures will be adhered to and followed strictly to foster full engagement safety and security. TRANSPORTING STUDENTS TO CENTER Most students participating in ACE will be directly dismissed from their school day to the program/center located on their home campus. These 9 ACE Centers include: Beethoven Elementary and Secondary, Mozart Elementary and Secondary, Rembrandt Elementary and Secondary, Picasso, Van Gogh Elementary and Secondary. Currently, students ride bikes, walk with an older sibling, etc., to and from school or are transported by a parent or other adult. Students in grades 6-12 either walk to school, secure rides with a parent, adult, or other licensed individual, or upper grade level students with valid driver license drive themselves to and from school. In the event a family member, friend, or neighbor drives Vanguard students to and from the school, a system is in place to correctly identify which driver is authorized to pick up which child. Vanguard has an approved ID system that identifies adults who are authorized by parents to pick up children. TRANSPORTING STUDENTS HOME Once daily ACE programming ends, all students will have to secure their own transportation. Youth participants from their respective Center back home throughout the regular school year (fall and spring semesters) and summer.

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**8. Statutory/Program Requirements (Cont.)**

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

Vanguard's Leadership, with support of ACE staff and key 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 the communities of Alamo, Edinburg, and Pharr. **OUTREACH & MARKETING PLAN** Outreach information will be disseminated through a multitude of measures (online, virtual, in-person, literature, etc.) to ensure it is easily accessible by local students, parents, and families. Upon grant award, Vanguard 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 to

- Promote the ACE Program through Vanguard's and partners' websites and social media pages
- Create and distribute informational brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, families, caregivers, teachers, community, etc.,
- Distribute flyers and posting of informational posters through local communities and neighborhoods, etc.
- Hold public service announcements and press releases
- Post information in local newspapers and
- Make announcements and presentations at new student and parent orientations in participating campuses, monthly and quarterly School Board meetings, and PTSA meetings, etc. Upon hire, Site Coordinators will
- Assist in student recruitment efforts by making presentations at various school events and functions including Back to School Events, student assemblies, and in-school announcements, etc.
- Vanguard will also post informational displays at participating campuses.

**ONGOING RECRUITMENT** Vanguard will

- Host recruitment drives at all 9 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 in home-language: English and Spanish, etc.
- Further, the Texas ACE© logo will be included in all outreach and communication materials and will comply with Texas ACE© branding guidelines, procedures and protocols, etc.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

**VANGUARD VOLUNTEER PROGRAM** Best practice research on out-of-school time indicates that volunteers can positively impact student engagement (Lindsay, S., 2019). Vanguard maintains a dynamic group of volunteers (Local/Community, Parents/Adult Family Members, Community Organizations, Internal Core Content Experts, etc.) as resources on all campuses and encourages the assistance of appropriately qualified volunteers to support student success. Volunteers will assist with activities such as

- Literacy and numeric education
- Enrichment activities
- Social development
- Decision-making
- Homework assistance
- Parent/family engagement
- ESL classes
- Financial literacy, etc.

Ongoing volunteer recruitment will include

- Presentations
- Dissemination of information at local community events
- Social media postings, etc.

ACE staff will train qualified adults to be effective volunteers of 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., 2020). Parents will be encouraged to participate in the voluntary Parent Academy and Committees (at no cost to grant) to

- Increase involvement
- Provide feedback to ACE leaders on services, activities, community awareness, etc.
- Inform operations and sustainability plans.

**PROFESSIONAL VOLUNTEERS** Vanguard 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/PLACING VOLUNTEERS** Vanguard implements

- Safe, structured volunteer programs
- Is in compliance with Texas Education Code (TEC) requirements and as delineated in the Texas ACE Blueprint, all volunteers will be screened for qualifications
- Those in direct interaction with children must be fingerprinted and undergo a criminal background check to ensure safety.

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**8. Statutory/Program Requirements (Cont.)**

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

Vanguard will coordinate (as allowable, reasonable, allowable, allocable) resources from federal, state, and local programs with ACE to supplement (NOT supplant) district efforts to increase academic performance levels, increase attendance rates, decrease behavioral referrals and increase parental involvement by using resources that facilitate learning and student support, like Core Academics, Special Education Services, Health/Nutrition Services, College and Career (GEAR UP, etc.). Other funds to be leveraged include the following, which are per campus and per year

- Local/state revenue to provide district and campus administrator time spent on implementing, managing and evaluating ACE program and personnel, facilities and overhead costs
- Title I revenue will be used to pay for curriculum and tutoring during out of school time, etc.
- Summer Food Service Program will allow ACE centers to be community feeding centers for all children. Vanguard ACE will also integrate the following initiatives aligned to Program Priority 1-Program Integration to help meet SMART Goals. All program integration will be co-designed by the site coordinators and campus leadership to ensure services are supplemental and aligned to student needs i.e.
- CRIMSI (HQAS (D11), BLP, ECHS,,etc) and local funds will support: Instructional Materials (HQIM, etc.)
- Reading Academies for all kindergarten through 3rd grade
- Students at risk of not mastering the Reading STAAR
- Teachers/principals to participate in training academies increase teacher knowledge and implementation of evidence-based practices (Imagine Literacy and MATHia adaptive learning program used for grades 6-8, etc.) to positively impact student reading/math achievement
- Planning for careers/postsecondary institutions, completing a credential, and/or enlisting in the military. ACE program integration of other TEA and local initiatives will address
- Student academic performance beginning at the earliest levels of education, as students progress to college and career. Program integration of Vanguard ACE with other Federal (GEAR UP etc.), TEA (ECHS, PTECH, etc.) and local initiatives will
- Impact short-term goals in gaining academic skills and competencies, particularly in literacy and numeracy
- Students will witness overall improved academic performance and achievement toward collage/career goals, etc.

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

**PRELIMINARY SUSTAINABILITY PLAN** During ACE Program conceptualization, Vanguard, District Leadership, and key partners took measures to

- Develop coordinated strategies and preliminary plans for continuing programming after funding ends
- Initiatives will include Vanguard working with each District’s Leadership Team (Superintendents, Administrators, etc.) to support and guide sustainability efforts
- Accessing TEA state-level resources which assist programs in implementing sustainability strategies and
- Researching and securing external grants and funding opportunities for future support.

**BUILDING SYSTEMIC INFRASTRUCTURE** Vanguard will use Texas ACE funds to build upon each district’s systemic infrastructure of expanded learning opportunities. Vanguard currently oversees several successful educational programs funded by the US Department of Education including GEAR UP and School Climate Transformation Grant. Through these educational programs, Vanguard

- Establishes a strong organizational base, sustainability plan, and systemic infrastructure (i.e. policies, procedures, systems, schedules, etc.).
- Will use Texas ACE funds to similarly support in building systemic infrastructure, and
- Will maximize their respective district/campus resources for student use and to support program sustainability. For example, the proposed campuses will host the ACE centers at their facilities utilizing district technologies and resources at no-cost to the program.

**USING RESOURCES TO ASSIST LOCAL SUSTAINABILITY** Vanguard will

- Work with local resource providers and community stakeholders to develop sustainability plans that address local needs
- Consider local resources
- Demonstrate how the program will achieve sustainability
- Ensure the needs of the community drive this program
- Conduct ongoing assessments of local resources to identify potential program supporters
- Invite local businesses and community members to visit ACE centers and observe student learning, overall community benefits, and encourage their participation in developing sustainability strategies. Vanguard’s visionary leaders and staff have been successful in securing significant (Federal, State, Local, Private, In-kind, etc.) dollars in educational funding and will continue ongoing extensive efforts to secure additional funding to sustain best and proven program practices that positively impact outcomes of students, parents and adult community members.

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**8. Statutory/Program Requirements (Cont.)**

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership
- The applicant is unable to partner

Vanguard is proposing to implement a high quality, engaging ACE Program which meets Texas ACE objectives to: improve academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. Vanguard strategically established a planned joint partnership (Statutory Priority 2-Letters of Partnership attached) with community-based organization (Texas Valley Communities Foundation), and private entities (Sylvan Learning and College 1st Program) to

- Assist in program development
- Expand 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.

From the onset, partners were involved in the planning and development of this initiative and will continue to do so along with Vanguard Leadership and decision-makers (at no cost to grant). Vanguard will provide

- Leadership and administrative oversight
- Arrange meetings and trainings
- Provide professional development and resource materials to program partners, and
- Ensure that all administrative and statutory requirements are met.

Partners will play key roles in delivering academic strategies and enrichment services required to

- Meet or exceed program objectives
- Particularly academic enrichment, college awareness, and career readiness activities not readily accessible to students who will be served, thus expanding access to high-quality services available in the community.

CONTRIBUTIONS TOWARD ACHIEVING OBJECTIVES Vanguard and 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.
- College 1st, Sylvan Learning and Texas Valley Communities Foundation 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, etc., 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
- Expose students to high demand careers (STEM, health care, etc.)
- Offer youth access to job readiness (resume writing, interviewing skills, and job search), workforce/job skills training, and employment readiness placement services.

Vanguard partners will also offer youth access to

- Job readiness opportunities
- Internships
- Mentoring
- Job skills training and
- Job shadowing.

Culturally diverse services will also be offered by partners offer engaging activities in field-based experiences to include visual and theatre arts, dance, and music, etc. ACE services will be integrated with other TEA initiatives including HQAS WBL (D11), BLP and ECHS, etc. (Program Priority 1). With 100% of Vanguard ACE Centers located in areas with low socio-economic status, ACE services will expand access to these high-quality services that are not available in these communities. All partners and service providers will contribute toward 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 PROGRAM Sustainability efforts include

- Establishing collaborative relationships with community partners (aligned to procurement procedures) to support programming
- Identifying corporate, foundation, and government grant funding opportunities and
- Securing in-kind resources/services from supporting providers to sustain activities. Grant funds will supplement, not supplant programs and services provided with local, state or federal funds.

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**8. Statutory/Program Requirements (Cont.)**

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

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

REGULAR SCHOOL DAY COORDINATION Vanguard ACE will fully coordinate with school-day to ensure integration and measures of student success are aligned with the regular academic program of the school and the academic needs of participating students. 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. Academic needs of participating students will be assessed on an ongoing basis. ACE Centers will

- Provide services which close achievement gaps
- Improve student achievement
- Create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, for participating students. To improve overall student academic achievement, measures of success will integrate
- Benchmarks
- STAAR scores
- Grades in core subjects, ADA, etc. Vanguard will provide developmentally appropriate academic supports including
- Theme-based literacy and numeracy instruction
- Targeted TEKS aligned, evidence-based academic interventions, academic enrichment
- Prescriptive tutoring (HIT, etc.)
- Homework support
- Study skills development
- At risk, ELL, HB 4545, Rtl Tier 3 support to students in most need of academic assistance, etc. (a).Program Priority 1: INTEGRATION WITH TEA INITIATIVES Vanguard ACE will coordinate and be integrated with other TEA initiatives, to include but not limited to: HQAS (D11), BLP, ECHS, PTECH and others to support academic enrichment, accelerated learning, and tutoring (HIT, etc.) activities, campus curricular programs and state standards. Integration (ECHS, HQAS, BLP, PTECH, etc.) will also occur with enrichment activities to enhance academic activities and will include interactive learning.
- HQAS (D 11) Vanguard will integrate HQAS into ACE and supplement the existing program. This will seamlessly align services and support as the high-quality after-school program offers students acceleration in their learning (math,etc) by providing
- Safe and healthy environment after the school day, at no cost to the selected students
- Access to trained teachers and tutors to build academic and non-academic skills within the campus after-school.
- Enrichment is included with activities based on themes and student interests as well as needs that are both academic (Math/STEM) and individualized. Vanguard has three Early College High Schools
- ECHS High school students are in dual enrollment through ECHS at Beethoven Secondary, Mozart Secondary, and Rembrandt Secondary in collaboration with South Texas College that are open-enrollment programs to allow students least likely to attend college an opportunity to receive both a high school diploma and an associate degree, an industry-base certificate, or at least 60 credit hours towards a bachelor's degree.
- P-TECH Vanguard Mozart Secondary campus will integrate with ACE to creates workforce pathways aligned with high-demand, high-wage fields and work toward an associate degree and or other post-secondary credentials while gaining hands-on experience during high school.
- BLENDED LEARNING GRANT PROGRAM (BLP) combines face to face instruction with online learning to help teachers effectively differentiate instruction for all students and provide a high quality blended instructional learning model.
- Imagine Math was selected for adaptation because the software provides students, teachers, and the charter with support in supplementing math instruction with targeted state standards.
- Station Rotation Blended Learning Model is the method of implementation for BLP. (b).Program Priority 2: Accelerated Learning
- Vanguard ACE is designed to deliver targeted academic support and acceleration aligned to each individual student's needs. Integration with HQAS (D11) lays the foundation for ACE to prioritize academic support through ongoing provision of HQIM (as noted).Vanguard has expertise implementing many HQIM/HIT TEA approved resources: Zearn Mathematics, Imagine Math, Imagine Learning Literacy, Reading Language Arts: Istation, Measuring Up, Think Up i-ready Learning, NoRedInk, Progress Learning, ETS, Renaissance, Nearpod, etc. HIT will provide students the opportunity to work with teachers/tutors in a 3:1 ratio, 3 times for 30 minutes a day aligned to Vanguard's experiential implementation of: IXL, Maneuvering the Middle, Voyager, MCLASS activities, Estrellita Literacy, Delta Math, Study Island, IStation, Desmos, Step Up, Flocabulary, Princeton Review, Sylvan Learning, Imagine Learning Literacy, etc.

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**9. Equitable Access and Participation**

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

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

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

**10. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**11. Request for Grant Funds**

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

**Payroll Costs**

1.	Project Director (\$85,000), Program Specialist (\$65,000),Program Assist.(\$25,000)	\$175,000
2.	Site Coordinators (9) @\$70,000	\$630,000
3.	Teachers (25) @\$25/hr., Educational Aide (9) @\$15/hr and Tutors (12) @\$10/hr	\$438,300
4.	Fringe Benefits	\$183,000
5.		

**Professional and Contracted Services**

6.	High Impact Tutoring, HQIM and Mentoring Services	\$50,000
7.	STEM Base activities, Educ and Fine Arts enrichment programs for students and parents	\$55,000
8.	Character Education, Health and Fitness, College & Career and Parent Education Readiness	\$56,000
9.	Professional Development ACE Training and Staff Development	\$37,025
10.	Independent External Evaluator and Parent Education	\$27,000

**Supplies and Materials**

11.	Campus supplies and materials for center-level enrichment activities and HIT/HQIM supplies	\$102,500
12.	Supplies for family engagement activities and outreach	\$12,500
13.	Supplies for daily overall program operations	\$10,000
14.	Maintenance and Miscellaneous supplies	\$10,000

**Other Operating Costs**

15.	Required travel to Texas ACE state and regional training, meetings and conferences	\$5,000
16.	Transportation for all program students to and from Center Activities	\$30,000
17.	Nutritional snacks and other operational costs	\$20,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

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

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

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