



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

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

NOGA ID [ ]

Application stamp-in date and time

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

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

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

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization Mercedes Independent School District

Campus name Mercedes ISD CDN 108907 Vendor ID 1746001718 ESC 1 UEI ULQ5EL5S9B

Address 206 W. 6th Street City Mercedes ZIP 78570 Phone 9565142000

Primary Contact Erica Garza Email erica.garza@misdtx.net Phone 9568255089

Secondary Contact Dr. Nancy L. Castillo Email nancy.castillo@misdtx.net Phone 9568252016

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
General Provisions and Assurances
Application-Specific Provisions and Assurances
Debarment and Suspension Certification
Lobbying Certification
ESSA Provisions and Assurances requirements

Authorized Official Name Maria Chavez Title Superintendent Email maria.chavez@misdtx.net

Phone 9565142022 Signature [Signature] Date 01/17/2023

Grant Writer Name Marcos DeLosSantos Signature [Signature] Date 1/17/23

Grant writer is 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.

**MULTIPLE DATA SOURCES:** The ACE Strategic Action Committee was formed for pre-grant application purposes and consists of Mercedes ISD: Accelerated Learning leadership, campus administration, teachers, campus and district level curriculum staff; parents, local educational partners, and community members. The committee participated in the Texas ACE needs assessment process. Through committee meetings representative’s analyzed quantitative and qualitative data from the district and ACE Grant-Level Strategic Plan needs assessment, student academic grades, state assessment scores, attendance rates, behavior incident reports, promotion rates, and graduation data. In addition feedback from student, parent, staff and community surveys were utilized.

**INDICATED NEED / TARGET PARTICIPATION:** Based on the needs assessment process there was an identified need to operate 9 ACE sites for targeted academic support, 4 elementary K-5th, 2 Middle Schools 6th-8th, and 3 Secondary 9-12th. In total 26% of participants are from targeted or comprehensive improvement campuses. Each school serves more than 72% at-risk learners. The Texas average is 49%. The proposed ACE Program has identified highly At-Risk student population groups who are not approaching grade level in Reading and Mathematics as the most in need. Each Elementary ACE center will serve at a minimum 100 students and secondary centers will serve 75-150 students. The total number of At-Risk students that “does not meet approaches” in Reading and Math for all campuses is 2,634 and the program plans to serve at least 35%. The Strategic Action Committee identified "Most in need" students for ACE based on academic, attendance, behavior, and graduation data. In 2022, 59% of economically disadvantaged (ECD) students, 49% of Emergent Bilingual students (EB), and 36% of Special Education students approached Texas standards on STAAR Reading. In STAAR Math, 56% of ECD, 50% of EB, and 38% of Special Education learners approached state standards. ACE Reading/ Math high-impact components will be integrated into all core academic activities to close achievement gaps. Results also show only 24% of MHS students graduate with college credit. The highest absenteeism and behavior incidents are identified for economically disadvantaged and at-risk students.

**ADRESSING NEEDS:** Based on the needs assessments, the area's overall high poverty rate (33.6% vs 14% state), and low educational attainment, as cited in the needs assessment data, this program will offer targeted academic support paired with a variety of student interest-based enrichment opportunities that have been selected based on surveys and the ability to impact students academically. All centers will provide a daily schedule with a combination of 45 minutes of homework assistance, 1 hour of small group high impact tutorials (led by grade level certified school teachers), and 1 hour of enrichment for emotional and social development with academic components built in. The focus of all schools will mainly be on reading and mathematics. In addition each Site Coordinator will meet regularly with administrative staff to discuss specific campus, student, and family needs. Meaningful activities are intended to provide students and families’ education, time, support, staff, and resources to help them achieve personal and academic success. Parental activities such as: literacy classes, finance, nutrition, home learning, and family events, will be held in the day and evenings to accommodate working families.

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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.

**GRANT PERFORMANCE MEASURE --- Improve Academic Performance in Reading**

**SMART GOAL:** By July 2024, 70% of MISD ACE students regularly participating in targeted academic support using high quality materials in K-12th grade will improve academic achievement and school success by demonstrating increased scores on the STAAR Reading assessment in grades 3-8, and Foundation High School Program English Language Arts requirements in grades 9-12 to graduate prepared for postsecondary education or the workforce.

**KEY STRATEGIES / BENCHMARKS:** (1) Alignment: Partner and Collaborate with Campus Administration and Instructional Staff (2) Strategic Planning Meetings (3) Increase Targeted Academic Support in Reading (4) Recruit Certified Instructional Staff (5) Intentional Data Driven Student Recruitment (6) Implement Effective Parental Outreach Best Practices (7) Utilize High Quality Instructional Materials (8) Consistent Schedule and Participation

**GRANT PERFORMANCE MEASURE --- Improve Academic Performance in Math**

**SMART GOAL:** By July 2024, 70% of MISD ACE students regularly participating in targeted academic support using high quality materials in K-12th grade will improve academic achievement and school success by demonstrating increased scores on the STAAR Math assessment in grades 3-8, and Foundation High School Program Mathematics requirements in grades 9-12 to graduate prepared for postsecondary education or the workforce.

**KEY STRATEGIES / BENCHMARKS:** (1) Alignment: Partner and Collaborate with Campus Administration and Instructional Staff (2) Strategic Planning Meetings (3) Increase Targeted Academic Support in Reading (4) Recruit Certified Instructional Staff (5) Intentional Data Driven Student Recruitment (6) Implement Effective Parental Outreach Best Practices (7) Utilize High Quality Instructional Materials (8) Consistent Schedule and Participation

**GRANT PERFORMANCE MEASURE --- Improve School Day Attendance**

**SMART GOAL:** 50% of 1st-12th grade students regularly attending ACE during school and summer sessions who had a school-day attendance rate at or below 90% in 2022-23 will increase to at least 95% in 2023-2024.

**KEY STRATEGIES / BENCHMARKS:** (1) Improved Behavior and Engagement in Learning: Support programming for students is designed to combine athletics and socio-emotional learning (2) Center staff will guide ACE participants in developing leadership traits essential to goal setting and personal responsibility as students compete in activities such as attendance incentive programs, obstacle courses, scavenger hunts, and athletic competitions, (3) Family members will participate in counseling, parenting training and volunteer training to develop SEL traits that assist them in guiding their child to stay in school, avoid negative influence, and contribute to society.

**GRANT PERFORMANCE MEASURE --- Improve Student Engagement In Learning**

**SMART GOAL:** Cycle 12 Year 1 during the Fall, Spring, and Summer ACE Semesters 100% of all ACE activities will have regular walkthroughs at a minimum of 1 time per week using the Wallace Foundation student engagement observation tool and score at a minimum 18/25 in General Observation Points, 30/45 in Teacher Observation Points, and 18/25 for Student Observation Points by the end of year 1.

**KEY STRATEGIES / BENCHMARKS:** (1) Workshop of the Observation Tool – campus administration & instructional staff (2) activity and observation schedule set (3) distribute and analyze student interest surveys (4) Agenda / Minutes of After Action Review Meetings with Instructional Staff (5) Schedule Staff Development Sessions – (Increasing Engagement best practices) Fall & Spring

**GRANT PERFORMANCE MEASURE --- Improve Family Engagement**

**SMART GOAL –** By July 2024 MISD ACE will recruit and provide (per site), 60% of parents (60) that have students participating in ACE, meaningful adult education with academic and social impact. **KEY STRATEGIES:** (1) monthly at campus sites (2) minimum four times a week at the ACE Parental Center (3) Workshops - How to Provide Educational Support at Home (4) College and Career Readiness Workshops (5) Family Engagement Specialist: connect parents with training and services that meet social, economic, and medical needs.

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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 DATA** --- In order to ensure MISD grant SMART goals, objectives and quarterly benchmarks are met; the district, led by the Program Director, Site Coordinators and stakeholders within the program will monitor and evaluate data continuously throughout the grant period utilizing Texas ACE tools and processes for internal quality monitoring and continuous program improvement. In addition to the Texas ACE Capacity Development Process (CDP) process, the ACE Project Director and staff will create an internal time profile per semester with review points every 7 weeks to review student data, milestones, and modification of processes. Site Coordinators will be responsible for collecting local academic data at each center, including program attendance data; surveys; academic assessments and feedback from school staff, program staff, parents, and students. Information will be entered into the TX 21st data system daily as required. Reports will be utilized to update center project plans and logic models with program modifications on an ongoing basis. At the district program level the ACE program director, staff and external evaluator will utilize data internal and external (CDP) to analyze quarterly if program objectives and summative SMART goals are being met according to the time line.

**CONTINUOUS IMPROVEMENT** --- ACE Quality Assurance Process (QAP) will measure program implementation and improvement in each cycle year across the three monitoring assessments: fall, winter, and spring. MISD ACE program Director and staff will facilitate the QAP to result in quality improvement action plans via internal self-assessments with campus site visits, collaboration with campus administration and staff. If internal review points determine objectives and benchmarks listed are not or cannot be met, the ACE program staff and stakeholders will discuss and review project plans, alignment with the school day, program activity, performance, high-quality instructional materials, high quality tutoring products and staff quality/instruction for modifications.

**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.

**TARGETED ACADEMIC SUPPORT** --- Mercedes ISD ACE intends to develop and expand learning opportunities in 9 schools targeting K-12th grade "at-risk" populations greater than the state average, 72% Elementary and 74% Secondary compared to 49% state average. 65% or more of MISD ACE participants will be from campuses designated comprehensive, in need of targeted support, or an improvement campus. The 21st CCLC program will be structured from the Texas ACE Blueprint Guide, a research, data-driven and state approved high-quality program and continuous quality improvement system. The program will include various activities based on their impact on students' academic performance, growth, attendance, advancement, behavior, graduation rates, and career opportunities.

The 21st CCLC program will recruit and employ highly qualified certified staff for instructional positions according to the needs identified through student academic local and state data. Academic support will be provided through state approved contracted vendors and trainers to prepare campus staff for the use of High-Quality Instructional materials that will be aligned to the regular day curriculum and integrated after school through High Impact Tutoring sessions. Campuses will provide the following intervention schedule, a minimum of 45 minutes of homework assistance, transition to 1 hour of daily tutoring from certified classroom teachers and teaching assistants, and 1 hour of student interest based enrichment 5 days a week.

**STUDENT INTEREST BASED ENRICHMENT (SIBE)** ---- MISD ACE enrichment activities are designed to improve student attendance, impact socio-emotional behavior, build positive relationships, increase retention and decrease disciplinary referrals. In order to provide SIBE effectively the Project Director and campus staff will identify the area of academic focus for each site. Students will be given interest surveys to identify what interests them such as art, sports, science experiments, robotics, cooking classes, welding, drafting, music, gardening, woodworks and college and career readiness. Campus staff will be surveyed to identify skills and talents that may be aligned to student interests and be provided the results of student surveys for alignment.

Academic aspects will continuously be incorporated by building lessons that tie in with the regular school day core learning principles and create hands-on team building experiences. Intentionally designed activities that are enriching and integrated with academic principles will impact behavior, relationships and increase student engagement in learning. Enrichment activities will be at the minimum 1 hour daily for five days a week and play a critical role in retention and social-emotional development. These activities will also provide an opportunity to build strong positive student to student relationships to address bullying and school violence.

**FAMILY ENGAGEMENT** --- The general population of Mercedes has the following data specifics: Median Household Income - \$36,225 vs \$64,034 state, Bachelor's Degree or higher - 11.0%, Graduate or Professional Degree - 4.2%, Unemployment: 13.4% vs 4% state and Poverty Rate - 25.5% vs 14% state. The ACE Program Director and Program Specialist in partnership with the district parental department will create EPIC University (Every Person Influences Children), which will provide 21st CCLC parental classes in homework assistance methods, ESL, financial literacy, computer literacy, nutrition, GED and links to social services in the community and region.

The district is prepared pending grant approval to provide a building for EPIC University services with furniture, computer equipment, and built-in kitchen for nutritional and health classes. Campus level activities will be developed at the minimum once a month to inform parents, showcase students, increase school/parent relationships and personal development workshops. EPIC University will offer classes weekly throughout the day and during after school hours 4 days a week to accommodate working families. A partnership with the local regional service center and STC will provide GED courses and literacy classes to families in need. Parental outreach will be through e-mail, out calls, flyers, social media platforms, flyers and letters home. Meaningful engagements are the key terms here, as activities will be offered to increase family participation in their child's academics and connect parents to the school and community.

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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.

**RESEARCH OR EVIDENCE-BASED PRACTICES** --- The district will utilize information and development processes from the research based 21st Century Blueprint to help identify and implement best practices. This tool will create a foundation to build and develop activities that are evidence-based and show their ability to positively impact academic achievement, performance and development of students. Additional evidence/research based resources and systems used for this grant and for 2023-2024 program development year are Texas ACE Quality Assurance Guidebooks, Workbooks, Capacity Development Process, Youth for Youth (Y4Y) modules and tool kits, National Afterschool Association learning guides and professional development modules.

**ACADEMIC ACHIEVEMENT** --- Best practices and research identify a cycle of continuous improvement as a key element in improving programming overall. The most critical element is the ongoing collection of student academic data to identify the effectiveness of instructional delivery and high quality instructional materials. ACE Implementation tools/research supports a three phase process: Develop, Assess, and Review for continuous academic program improvement. Development (Jun-Nov) requires partnerships, development of campus action plans and logic models, data driven needs identified, staff and student recruitment, parental outreach, and implementation. Assess (Dec-Mar) involves collection and analysis of program student data results, and classroom evaluations. Review (Apr-Jul) is the final analysis of processes and evaluation of data, key findings, areas of improvement, positive program areas, needed modifications and documentation of program achievements.

**POSTSECONDARY / WORKFORCE READINESS** --- Activities will be implemented from 1st–12th grade participants with a focus on high school students. All participants will be provided opportunities to experience and observe careers and colleges in ways not currently available in their households which have limited post-secondary educational experience. Workforce activities will lead to positive college and career goals by changing their mind set on various opportunities. Character development activities and principles will be embedded in all enrichment.

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.

The Mercedes ISD ACE program will provide free and reliable transportation as needed for all students after programming has ended each day. 70% or more of MISD campus populations utilize bus transportation services. The ACE Site Coordinators will implement internal tracking and safety procedures that will ensure every student arrives home. Three tracking lists will be required from each site Walkers, Pick-ups, and Bus Transportation. The method of release is dictated by the ACE student application completed by parents.

**BUS TRANSPORTATION** --- Elementary students will have tags with the assigned bus number and secondary students will have bus cards. Staff will check off every student as they board during dismissal and note departure time in case parents call the campus. District policy is that students are dropped off at their individual home and if an adult is not present to receive them the student will be returned to their home campus. The transportation department will have a master list with names, address, parent name and contact number. They will also inform the site coordinators once buses clear. 80% of participants will use this service in after school programs.

**PICK-UPS** --- Applications will require parents to list parent/family approved to pick-up their child from ACE. Numbered student tags will be created for all elementary participants and each student will receive two numbered hang tags for family vehicles that will be picking them up. Secondary students will only be placed on a master list for dismissal. Staff members on duty will check off students on a master roster for pick-ups and note the time they left.

**WALKERS** --- Students based on their applications will be placed on a master list for dismissal and checked off by a staff member as soon as they are dismissed. Elementary students will be given an ACE ID card with their names, campus, campus number, and parent contact number. In-kind crossing guards will be provided by the district at each grant approved site.

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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.

ACE staff, site coordinators, and parental liaisons will be responsible for promoting the 21st CCLC ACE Program resources and achievements to the community by making program information readily accessible in multiple languages and according to the population being served. Various media will be utilized such as the district website, campus website, phone calls, automated, call-outs, district social media platforms, monthly ACE newsletters and local media outlets. The campus ACE webpage (English and Spanish) will make information readily available to the community to inform them of the site location, program schedules and hours, participant achievements, volunteer opportunities, and instructor opportunities.

STUDENT SHOWCASES ---- The project director and site coordinators will also provide opportunities for distribution of materials and feedback by conducting quarterly student activity showcases in which parents observe their child's work in various genres and a presentation of the program's direction. The presentation will be given to attendees on program data and an opportunity for parents and community members to provide feedback. ACE students will also participate in city events to promote the program. (festival of lights, stockshow, monthly festivals)

STAKEHOLDER COMMITTEE --- In addition, the project director, site coordinators, and campus parental liaisons will be responsible for maintaining a Stakeholder Committee that includes teachers, school administrators, students, parents, and community members that encourage community participation and provide program-specific information to the community. The Stakeholder Committee will meet quarterly and assist in developing joint community/ACE activities, marketing materials, and promotion materials.

PARENTAL PARTICIPATION --- All outreach will inform parents of monthly campus based activities and parental learning opportunities (workshops). Outreach will also inform parents of EPIC University classes and resources provided through the dedicated center provided by the district.

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)

Retired certified personnel, UTRGV undergraduate and graduate students will be invited and recruited through various outreach partnerships, methods and media by Mercedes ISD to participate in ACE programming from 3rd – 8th grade. In addition all ACE staff will participate in continuous recruitment of volunteers for academic and enrichment programming to increase services and sustainability. ACE volunteers will qualify upon completion of a school district application, negative results from a TB test and background checks. In addition all volunteers will undergo mandatory state criminal background checks and fingerprinting. Volunteers will be supervised by ACE site coordinators and campus administration. Campus level curriculum staff will provide monthly trainings on how to align after school curriculum to the regular day, effective instruction methods and intervention strategies. In addition they will receive individual support through biweekly observations and feedback; monthly "catch up" meetings with the site coordinators, other volunteers, and individual meetings upon request. They will act as student advocates, mentors, and provide one-on-one tutoring to all populations such as at-risk, bilingual and special needs students. Volunteers will also share their personal skills and talents in academic enrichment activities by teaching communication and writing skills, appreciation of art and music, environmental preservation activities (beautification/ gardening), and nutrition / wellness practices.

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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.

During grant development administrators from district departments such as Special Education, Child Nutrition, Safe Schools, Migrant, Bilingual, Parental, Technology, Transportation, and Federal Programs were informed of the Cycle 12 grant proposal and their participation requirements and responsibilities pending grant approval.

**COORDINATION OF FEDERAL, STATE, AND LOCAL DEPARTMENTS**

A communication plan was developed that identifies the ACE Program Director as the point of contact between all departments servicing ACE students. This Director will also report directly to the Assistant Superintendent of Curriculum and Instruction for alignment to day-to-day resources and needs district wide. This structure enables the proposed program to maximize partnerships of existing programs, additional data sources, expanding services to students and family, cost/funding savings and alignment.

**CAMPUS LEVEL** - The site coordinators, district administration, and program director will collaborate by combining public resources. These resources include Title 1 funds for instructors and supplies for after school programs inclusive of bilingual, migrant and, state comp funds, and local ISD funds.

**DEPARTMENTS** - The Child Nutrition Services funding will provide after-school snacks, meals and staff during the Fall, Spring, and Summer semesters. The Maintenance Department will use local Mercedes ISD funds to maintain the facilities to create a safe learning environment. The Transportation Department will provide bus transportation to all participants after-school and special needs accommodations. The majority of bus driver and fuel costs will be in-kind through district funding. Bus monitors and cross-walkers will also be in-kind from the Safe Schools department. Security guards will be present at all participating campuses. Nurses will be available after school to assist students with any injury or illness that may arise during program hours. Special Education will provide staff as needed for participants requiring additional services. The Parental Department will provide parental liaisons from participating campuses to work in alignment with the ACE Family Engagement Specialist to increase workshops and activities.

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.

Mercedes ISD is committed to establishing an enduring after school program. The proposed program understands that the sustainability of an after school program depends on family and community involvement, continuous feedback, creating program awareness, evaluating program effectiveness, and identifying local school or city funds. At the development stage, several meetings were held with stakeholders to discuss sustainability. Upon application award, the ACE program and stakeholders will form a Sustainability Committee and hold a series of meetings throughout the life of the grant to implement these strategies outlined in the Texas ACE Blueprint.

Step 1: The committee will continuously review grant data to identify sustainability needs such as program hours, resources, staffing, and activities.

Step 2: The committee will review gap analysis reports and which service model is more effective by the site to create a detailed and highly effective plan according to staffing strengths and needs.

Step 3: Potential additional funding sources such as local, state, and federal partnerships, funding and in-kind contributions will be inventoried and cultivated so that they can be utilized after the grant to aid sustainability.

Step 4: A partnership between the school district and local city government will focus on raising buy-in from the community throughout the life of the grant by presenting the committee's findings yearly to the city commission and community to move towards creating an external funding stream such as a possible sales tax increase to support OST programming.

Step 5: A logic model will be created to organize the program information and resources to be presented to the school board yearly to highlight program accomplishments and build buy-in for sustainability.

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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

The following partnerships between community-based organizations, educational and state institutions and public entities are currently not accessible to students and will expand access to high quality services for highly at-risk participants and their family.

STATUTORY PRIORITY 2 – Joint Partnerships

WORKFORCE SOLUTIONS ---- The partnership will provide training and educational support to secondary students and parents that is sustainable. Workforce Solutions resources and trainings are not available through 21st Century CCLC centers, programs or staff due to their expertise. This valuable partnership will provide students and parents opportunities that strengthen job skills, provide employment opportunities and college support. Examples of resources and services are: utilizing career counselors and youth facilitators, resources such as support services, mentoring and developing cooperative strategies, financial literacy, job skills development and postsecondary preparation, relevant labor market information, college and career support, ESL, English Literacy and financial literacy.

DR HECTOR GARCIA PUBLIC LIBRARY ---- The partnership will assist Mercedes ISD in implementing the ACE Afterschool Program as a satellite center beyond ACE program hours in an area populated with a significant percentage of our at-risk population. This partnership will provide access to grant services and ACE certified staff for students and parents. 21st Century skills require the use of technology devices and software which most of our economically disadvantaged students don't have at home. Students rely on school and public library resources for access. Academic support, technology education programs, STEAM programs, adult workshops/support, and literary resources are some of the critical elements this partnership will provide.

MERCEDES HOUSING AUTHORITY (ACE Jump Start Program) ---- The partnership will assist Mercedes ISD in implementing the ACE Afterschool Program as a satellite center beyond ACE program hours in an area populated with a significant percentage of our at-risk and economically disadvantaged students. This partnership will provide access to grant services for students and parents in their housing community. 21st Century skills require the use of technology devices and software which most of our economically disadvantaged students don't have at home and language barriers. District certified ACE staff will provide academic tutoring in a building designated for tutoring services pending grant approval.

TEXAS A&M AGRILIFE RESEARCH CENTER ---- Mercedes ISD will partner with 1 of 13 research centers in the state that is located within its city boundaries to provide students and families classes on nutrition, STEM and College and Career readiness opportunities. These courses will be provided to students by Agrilife staff at each site during ACE program hours. Parental activities will be provided during regularly scheduled parental hours to maximize participation.

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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.

**PROGRAM PRIORITY 1 - 21st CCLC & TEA Initiatives Program Integration**

The Mercedes ISD ACE Program will integrate with the following programs to accelerate learning and increase specific student academic outcomes in Reading and Math.

**TCLAS Decision 11 - High-Quality After School** ---- This program for accelerated learning provides limited funding and services to four of ten sites in the 2022-2023 school year. The Mercedes ISD ACE program will integrate with this program at these four sites (elementary campuses) and increase program opportunities up to 40% for highly at-risk student populations. Both programs strive to accelerate learning loss and close COVID-19 related learning loss. ACE will provide necessary staff and resources for academic and enrichment opportunities after school and high impact tutoring models.

**EARLY COLLEGE HIGHSCHOOL (ECHS)** ---- The Mercedes ISD ACE program will provide academic and enrichment services to all participants at this site. Certified staff will be recruited to assist new and existing cohorts in their secondary and post-secondary academic needs. After school programming will be aligned to the regular day instructional needs using local assessment data and six-weeks performance. Post-Secondary needs will be addressed by credentialed personnel according to post-secondary data.

**PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGHSCHOOL (P-TECH)** ---- Pathways in Technology Early College High Schools (P-TECH) are innovative open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree. The P-TECH model is its career focus and the provision of work-based education. The Mercedes ISD ACE program will provide needed academic tutorial services to at-risk students and students in need in both local academic needs and credential courses work through certified instructors.

**MERCEDES HOUSING AUTHORITY - MHA (Jump Start Program)** ---- The partnership will assist the district in implementing the ACE Afterschool Program as a satellite center beyond program hours. The center will be located in the housing area which is populated with a significant percentage of at-risk (91%) and economically disadvantaged (100%) Mercedes ISD students. 21st Century skills require the use of technology devices and software which most of our economically disadvantaged students don't have access to at home. An additional barrier students face at home is a language barrier between parents/guardians and academic homework and assignments. This partnership will provide access to grant services beyond the school bell for students and parents in their housing community between 6:00 - 8:00 pm four days out of the week. District certified ACE staff will provide academic tutoring in a building provided by the Mercedes Housing Authority and designated for tutoring services pending grant approval.

**PROGRAM PRIORITY 2 - HQIM & HIT Integration**

The Mercedes ISD ACE program will implement High Quality Instructional Materials (HQIM) in regular ACE settings (15:1) and High Impact Tutoring sessions (3:1) in Elementary and Secondary sites. Elementary and secondaries will integrate TEA approved state licensed HQIM's such as - ZEARN, Carnegie Mathia. OER HQIM Texas Approved secondary resources for math and science will also be integrated into HIT tutorials by certified staff. Staff will receive training on integration and instruction. Observations will be utilized for fidelity of implementation. Data from HQIMs will be utilized to measure effectiveness.

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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" value="Students and Others"/>	Barrier	<input type="text" value="Limited Cultural and Language Academic Support"/>
Group	<input type="text" value="Students and Others"/>	Barrier	<input type="text" value="Lack of Strategies for Parental Support - Academic and SEL"/>
Group	<input type="text" value="Students and Others"/>	Barrier	<input type="text" value="Economic Diversity"/>
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 (1) oversees and manages all grant-level operations	\$65,000
2.	Site Coordinators (9) manages center operations and staff	\$495,000
3.	Program Specialist FES (1) \$55,000 and Administrative Assistant (1) \$30,000	\$85,000
4.	Extra Duty Pay: ACE Teachers, ACE Paraprofessionals, ACE Satellite Teachers	\$906,600
5.	Employee Benefits	\$212,862

**Professional and Contracted Services**

6.	Priority 1 Integration	\$28,000
7.	Priority 2 Partnerships	\$8,000
8.		
9.		
10.		

**Supplies and Materials**

11.	General/Instructional Supplies & HQIM for Students	\$56,418
12.	ACE Coordinators to monitor and operations	\$9,000
13.	Grantee Staff to monitor and operations	\$5,000
14.		

**Other Operating Costs**

15.	Student Transportation - Safe travel home	\$36,000
16.	Student Nutritional Snacks & Parental Activities	\$18,000
17.	21st CCLC ACE Staff Travel - TEA Trainings *required	\$12,000

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

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