



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

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)

Authorizing legislation:

Grant period: From 07/01/2021 to 07/31/2022

Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization Mercedes Independent School District

Campus name Mercedes I.S.D. CDN 108907 Vendor ID 746001718 ESC 1 DUNS 089594337

Address 950 West 6th Street City Mercedes ZIP 78570 Phone 9565142000

Primary Contact Marcos De Los Santos Email marcos.delossantos@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 Carolyn Mendiola Title Superintenden Email carolyn.mendiola@misdtx.net

Phone (956)5142022 Signature [Signature] Date 12-14-20

Grant Writer Name Marcos DeLosSantos Signature [Signature] Date 12-14-2020

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Improve Academic Performance according to state and local standards in the Core Academics Reading 65% (Region 74%/State 75%), Math 78% (Region 85%/State 82%), Science 75% (Region 83%/State 81%) and Social Studies 74% (Region 81%/State 81%).	After-school program activities will be aligned to the Texas Essential Knowledge and Skills (TEKS) and the regular day curriculum. Students identified as at-risk of academic failure based on test data will be intentionally recruited. Students will be grouped based on need, engaging activities will be specifically designed to address those needs through certified instructors, and periodic assessments.
Improve attendance and behavior amongst the at-risk population.	Students identified chronically absent will be recruited and provided with activities based on student/family voice-surveys to ensure buy-in, engagement, and consistent attendance. These activities will increase participation in ACE, develop teacher/student relationships, and increase regular daily attendance.
Improve promotion rates by increasing access to high-quality research-based academic opportunities through the after school and summer learning environment.	ACE staff will analyze student test/performance data for intentional recruitment. Students identified as at-risk of academic failure will be provided core content tutoring and innovative activities aligned to TEKS and regular day curriculum. Students will be provided a tailored schedule according to needs based on data and teacher recommendations. Activities will be modified as needed.

5. SMART Goal

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

If the Mercedes Independent School Districts proposed ACE program provides before and after-school supplemental core academic/enrichment educational opportunities for 34 weeks in the 2021-2022 school year to at least 50% of students at-risk of academic failure in approved ACE sites, we will align with our district's key initiative of student success for all and federal grant requirement performance measures by increasing student performance in Reading and Math by 20% in 80% of K-8th grade students participating and show improved GPA in 80% of 9th - 12th-grade participants.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The proposed program will use the Texas ACE Quality Assurance Process to measure implementation and improvement through the following first-quarter benchmarks. (1) Initial Needs Assessment Results: data sources, student needs & gaps, (2) Center Logic Models: align to program design and needs assessment, (3) Strategic Plan: aligns to needs assessment, program design, and logic models, (4) Student Data: local, program, and state assessments used for the recruitment of staff & at-risk students, (5) Lesson Plan Alignment: target audience, goals-objectives, TEKS, resources, and differentiated instruction, (6) Staff Development Schedule, sign-ins, agendas, (7) Local Evaluation Collaboration: meetings & minutes, (8) Local Student Assessment Analysis & Progress / ACE Student Assessment - (STRIDE) interactive software that assesses / measures learning progress.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

(1) Evidence of inclusive site coordinator participation in campus activities, meetings, and daily operations, (2) Evidence of continuous student-level data analysis for program development and student recruitment, (3) Lesson Plan/Schedule Review: all components plus social and emotional learning activities, (4) Evidence of Periodic Staff & Activity Monitoring: schedule, lesson plans, observation tools, and feedback, (5) Academic Support Services Plan: activity schedules for Academic/Enrichment/College & Career Readiness/Parental with evidence of modifications, (6) Evidence of student and parental voice & choice (7) Staffing Plan: evidence of continuous staff recruitment based on student needs, certified staff availability, and the staff professional development schedule, (8) Evidence of High-Quality Program Elements: center staff internal shared learning, decision making, and resources. (9) Continued Student Achievement Progress Analysis, (10) Activity Attendance, Dosage, and Portfolio Analysis.

Third-Quarter Benchmark

Overall third-quarter benchmarks will be comprised of data collected over all three quarters. (1) Demographic Profile Analysis: data-based evidence that students in most need were served (2) Activity Attendance Analysis: evidence that the distribution and participation of students (quartiles) by activity is reviewed and used for critical instructional and programmatic modifications (4) Dosage Analysis: A comparison of individual student achievement vs. participation level (5) Portfolio Analysis: A comparison of individual student achievement vs. specific activity participation (6) Core GPA Analysis: core academic increase last year vs. current year (Reading, Math, Science) (7) Discipline Referral Analysis: previous year vs. current year

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

At the beginning of the fiscal year, the Quality Support Team (QST) team, which consists of ACE program staff and campus administration, will design a facilitated self-assessment process designed from the Texas ACE Capacity Development Process. The QST will perform facilitated site visits to each center for observations and coordinate internally to develop support plans to address sufficient oversight, needs and gaps. In addition, the QST will also review Quality Indicator submissions to ensure progress towards goals is being met. The Texas ACE Blueprint Quality Assurance Process (QAP) and Quality Indicators (QI's) detail the program objectives, strategies, documentation, and deadlines that need to be in place for high-quality engaging programming, fidelity, and compliance. Research-based observational rubrics will be utilized for ongoing monitoring that will be conducted weekly by observers such as the project director, district curriculum and instruction staff, campus administrators, and the site coordinators to ensure program fidelity and effectiveness. Observers will inspect weekly TEA 21st CCLC Unit/Lesson Plans to ensure alignment with the regular day curricula and TEA Quality Assurance Guidebook and Workbooks. Observational and walkthrough data gathered from the monitoring form will be documented and feedback will be disseminated to the instructors for program adjustment as needed. Performance reports will be presented to the campus, district, and community every 6 weeks for periodic review. These reports are based on test data from six-week exams, grades, and local benchmarks which are developed from the school district's Data Management for Assessment and Curriculum (DMAC) software. The performance reports will be developed from the TX21st data system and present information on activities, schedules, operations, enrollment, activity average daily attendance, and participant attendance. Campus and district-level meetings will be used to disseminate the reports to staff, stakeholders, and parents. The community will receive newsletters monthly with activity scheduling information, news, and Performance Report information. A campus website will be maintained monthly with updates on programs, student and parent activities, and to showcase student projects. All information distributed will be following the Family Educational Rights and Privacy Act (FERPA).

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

(A) Mercedes ISD recognizes that a critical component to the success of the program is to develop buy-in and support from faculty, staff, students, working families, and community members. To build this support a systematic district and campus-level needs assessment was conducted. Stakeholders were targeted and structured according to the elements and indicators of effectiveness included in the Texas ACE Blueprint framework. The first step in the process to garner support for the grant was to invite district and campus personnel to a grant presentation at every site for an overview of goals, objectives, and requirements. In the second step Center-Level staff, inclusive of administration and instructional staff, from each site participated in campus focus groups that provided feedback and assisted in survey distribution, collection, and analysis of staff and parents. Staff then reviewed student academic data to identify at-risk student populations that would be targeted and identified possible activities and resources needed. Campus level data consisted of multiple sources such as PEIMS, TAP Report, State Accountability Data Tables Report 2019, STAAR Performance Data, Campus level benchmark data (bi-weekly), Campus level six-Weeks student performance data, TPRI results, Tejas LEE, and the Data Management for Assessment and Curriculum system (DMAC) reports. Third, the district level administration and community stakeholders committee were presented with an overview of the grant application, goals, objectives and center-level needs assessment findings for feedback.

(B) Needs assessment results identified the severity of the problem which is a 98.2% economically disadvantaged population with district-wide systemic core academic deficiencies in Reading, Math, Science and Social Studies. Each proposed site has 90-93.7% of its student population deemed as "most in need". The proposed program plans to serve at a minimum 40% of the students identified as at-risk of academic failure at each respective site.

2019 Student Achievement

	2018 Performance at Meets Level			2019 Performance at Meets Level			2019 Performance at Masters Level		
	MISD	REGION	STATE	MISD	REGION	STATE	MISD	REGION	STATE
Reading	33%	43%	46%	34%	45%	48%	9%	18%	21%
Math	36%	47%	46%	39%	55%	52%	15%	28%	26%
Writing	24%	42%	41%	23%	41%	38%	6%	15%	14%
Science	41%	50%	51%	41%	54%	54%	14%	23%	25%
Social Studies	40%	50%	53%	44%	52%	55%	21%	28%	14%

(C) Continuous data collection and analysis will be used by the program director, site coordinator, teachers, and campus administration to evaluate the continuous recruitment process and performance measures. Student portfolios will identify specific weak expectations and drive recruitment for participation in the program. Parents will be notified that their child has been selected to participate in the after school program by letter, phone call, e-mail, Classdojo, Remind, and Google Voice. The program will also provide working families relevant program hours Monday - Friday from 6:45 am - 7:45 am and 4:00 pm - 6:00 pm. Students will be able to participate in activities aligned to the four components required in the grant.

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9. Statutory/Program Requirements (Cont.)

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

SMART Goal: The Mercedes ACE Program will provide academic remedial programs in the Fall semester of each year to address student academic needs based on the previous year's STAAR state assessment results. By offering intentional academic interventions through certified teachers at the start of the school year, the program will assist in reducing the 10%-15% performance gap the district has with the region and state by the end of the 2021-2022 school year.

The proposed program will address the measures of effectiveness through intentionally structured programming that is data-driven and incorporates student/parent voice and choice. Site Coordinators, campus administration, teachers, and the curriculum staff will review student state performance data to identify individual student needs and develop intentional fall programming. These students will be selected to participate in academic core remedial activities based on Student Expectations (SE) identified through test data disaggregation. The STRIDE assessment software will be utilized to assess progress throughout the intervention process.

SMART Goal: The Mercedes ACE Program will provide intentional programming from Fall through Summer that is aligned to the regular day curriculum, tailored to both individual and student group performance data, and six-weeks grades to expand student engagement in reading, math, and science that will increase program participants GPA by 10% or equivalent to a letter grade increase.

Intentional, ongoing, structured collaboration between ACE and regular school day leadership and teachers will ensure program alignment. Staff development will be provided to certified instructors in project-based learning (PBL) to provide students with hands-on critical thinking challenges that will increase engagement. Grades, pre and post-tests, interim benchmark assessments, and promotion rates data will measure achievement and assist the staff in modifying services that are not in-line with performance measures throughout the duration of the program.

SMART Goal: The Mercedes ACE Program will provide high-quality enrichment programs to students and their families after-school from August through July based on voice and choice surveys that will increase engagement, attendance, and lower behavior incidents by 80 percent.

A variety of research-based high-quality academic enrichment programs such as art, music, civic engagement, theatre, computer programming, welding, cosmetology, cooking with science, animation, and sports will also be provided that incorporate core content curricula.

Survey findings found that students were requesting additional services not provided in their community through city services or public/private organizations. These additional enrichment services will be provided by school personnel with relevant experience and skills. ACE staff will provide individualized support to each student to encourage participation through one-to-one meetings, flyers, campus letters, and phone calls to parents. Regular day teaching staff will provide recruitment resources to students and encourage participation during their classes. Community members will also be recruited to provide services through relevant expertise. Activities will be provided from Fall to Spring before school, after school, and during Summer. In addition, the Mercedes ACE Program will create after school academic enrichment programs for families that include academic workshops, fitness, nutrition & wellness, financial management, ESL, GED certification classes, and additional activities identified through surveys. Research has shown increasing parental involvement through engaging informative parental activities increases involvement in their child's education.

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9. Statutory/Program Requirements (Cont.)

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

(1) Improving Student Academic Achievement & Increasing Engagement:

The proposed ACE programs' guiding tools for establishing specific academic and enrichment activities are the Texas ACE Blueprint, campus improvement plan, campus needs assessment, campus curriculum team, student test data analysis, staff surveys, and student interest surveys.

Research shows that differentiated instruction incorporates many effective methods and strategies as well as merging many aspects of critical thinking, brain research, and interdisciplinary instruction. The ACE program will offer a variety of program activities that are inquiry-based to address different learning styles, increase participation, and engagement. Activities include homework assistance, core content tutorials, remediation centers for math, science, and language arts. Enrichment and College and Career Readiness inquiry-based activities embedded with academic skill-building curricula will offer fine arts, music, character building, computer technology, anti-bullying, math & science cooking classes, dance, debate clubs, newsletter club, robotics club, community service clubs, residential blueprint design, animation, and gang awareness clubs. By incorporating inquiry-based project learning in all activities offered, the recruitment and retention of students will increase due to the appeal of hands-on instruction, the extensive use of technology, and student voice & choice surveys. This approach will build valuable 21st Century Skills to prepare students for post-secondary education and career fields of tomorrow. All programs that are offered will focus on academics at the core and will be infused with enrichment principles, college and career readiness, aligned to the TEKS, and the regular school day curricula.

(2) Coordinating with the Regular School Day & Oversight:

Site coordinators will participate as an integral part of the campus curriculum team at all approved sites and participate in biweekly department meetings with campus administration and staff to share program information, direction, and collect feedback at the campus level. By participating in the campus curriculum team, the site coordinator will have first-hand knowledge of the up-to-date curriculum needs of students and be able to modify instruction immediately in comparison to delays from testing schedules and test analysis feedback. This information networking and sharing will allow the site coordinators the ability to link the school day achievement goals into ACE Unit/Lesson plans and develop a Center Service Delivery Plan ensuring alignment with the TEKS, instructional staff, district improvement plan, campus improvement plan, and 21st CCLC goals.

Access will also be available to the district test management software DMAC for all local and state assessments. The site coordinator and curriculum compliance specialist will run analysis reports by ACE participants according to local assessments such as six-week exams, Fall & Spring Benchmarks, and Mock STAAR exams. These reports will place students in small-group tutorials based on weak Readiness and Supporting standards for targeted academic tutorials. Periodic monitoring of activities by the project director, curriculum compliance specialist, site coordinators, and campus administration will ensure activity plans are implemented with fidelity. Monitoring staff will utilize TEA's approved monitoring tool and consider data from multiple perspectives, analyzing patterns across campus sites, in addition to individual performance data.

(3) Increase Attendance Through Social and Emotional Development:

The program will aim to promote achievement, attendance and positive perceptions towards the school climate and social-emotional adaptation of students through a series of trainings and social activities for school staff, parents and students. Data will be collected through qualitative and quantitative methods of activities embedded in enrichment such as pyramid activities, group projects, class challenges, inquiry-based projects, etc.

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9. Statutory/Program Requirements (Cont.)

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

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

This applicant is part of a planned partnership

The applicant is unable to partner

The Mercedes ISD, contingent of grant funding, will solidify a partnership with a Community Based Organization (CBO) to establish the Jump Start Program. The proposed CBO is the City of Mercedes Housing Authority and upon grant funding there will be an agreement between the Mercedes ISD ACE Program listing the roles of the venture. The City of Mercedes Housing Authority is currently seeking sole source identification with TEA. The proposed Jump Start Program will provide at-risk students living in housing facilities access to educational staff, computers, printers, a small library, tutoring services, homework assistance, and indoor recreational activities at designated areas within the housing complexes zoned to Mercedes ISD in which students reside. The program participants will have access to the onsite program starting in September from the hours of 6:30 p.m.-8:30 p.m. Monday through Thursday and 9:00 a.m.-12:00 p.m. on Saturday.

The City of Mercedes Housing Authority currently provides housing for 1,148 students who attend Mercedes ISD. Data shows that 1,010 of these students are living below the poverty level with a demographic breakdown of 97% Hispanic and 3% White. These students live in households with an average of 4-5 family members, in housing units, which average 750 - 880 square feet per unit. Housing authority survey results show that 17% of participants have personal desktop/laptops accessible at home and 2% have printers, which can be utilized for homework or projects. Of the parents surveyed 87% stated that they could not effectively assist their child with school assignments due to educational limitations and language barriers. This partnership would provide much-needed assistance to students living in a highly impoverished area of the community, which lacks the educational resources to be college and career-ready and break the cycle of poverty.

The ACE program staff, District Administration, and Housing Authority Director will provide support in programming through an administrative oversight, security, resources, and educational support daily. The Jump Start Program staff will actively participate in the ACE program regularly scheduled meetings and professional development activities. The staff will provide state-certified instructors and additional personnel to assist, along with volunteers. The program will be monitored by the ACE Program Director and Site Coordinators to ensure a safe nurturing environment and quality instruction is being provided according to TEA performance measures. The ACE Program Director and Site Coordinators will provide professional development on after school program best practices and monitor for grant compliance. Students attending these activities will not be charged a fee to attend. Students will not require transportation as the services will be provided on-site at the housing authority complexes for accessibility and safety. Educational interventions will be intentional and student data from the district DMAC assessment software will be utilized. Enrichment activities will be developed that can be utilized by students during the after program hours to curtail negative behaviors and influences after regular ACE site programming. Character development activities will be utilized during the weekend programming to assist students in developing a positive outlook and teach of the effects of negative variables they may encounter such as drugs, gangs, and violence.

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9. Statutory/Program Requirements (Cont.)

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

Scientific research indicates best practices for after school programs include alignment with the regular day, rigorous coursework, mentoring, intentional recruitment, specific tutoring in core content areas such as math, science, reading, and writing. In addition consistency, structure, and fidelity of implementation are vital components to an after-school program and have been the core of the Mercedes ISD application development. During the budget development, a survey was conducted with staff to identify the approximate days an instructor would be available so that the maximum number of highly qualified staff could be recruited and scheduled to maximize the number of intentionally recruited students. In regards to program structure and supervision, Little, Wimer, and Weiss conclude, "Without the structure and supervision of focused and intentional programming, youth participants in after school programs, at best, can fail to achieve positive outcomes and, at worst, can begin to perform worse than their peers: Lauer, P.A., Akiba, M., Wilkerson, S.B., Apthorp, H.S., Snow, D., & Martin-Glenn, M.L. (2008).

The expanded learning opportunities that will be scheduled and offered are based on student disaggregated assessment data, campus teacher and counselor recommendations, and parent support. The programs will be aligned to the regular day curricula and TEKS. A variety of research-based high-quality academic enrichment programs such as art, music, civic engagement, theatre, and sports will also be provided that incorporate core content curricula for additional skill-building and to increase retention and reduce burnout. In addition, to build a parental support structure at home many parents in the area are unschooled, are dominant Spanish speakers, and are unable to provide a support system at home to help their children succeed in school. Due to the lack of education and English language proficiency, there is a high level of unemployment in the area (14.3%) contributing to high poverty rates. The ACE program will create after school workshops and classes for families that are active and meaningful inclusive of homework assistance, fitness, nutrition & wellness, financial management, ESL, and GED certification classes.

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

Bus Transportation: 91 percent of students attending Mercedes ISD utilize public school transportation. Due to the distance between neighborhoods and the sites, parents utilize district bus transportation to and from the center. All participating students will have an application filled out on file by a parent/guardian. Site Coordinators will create a master roster of students participating for the transportation department per site. Transportation will provide the site coordinator with bus numbers and routes and a master list per campus. Site Coordinators will use the master bus roster lists to sign students out per bus, record the time and date. This will be done in the situation a parent calls the site that their child did not arrive home. The list will instantly let the site coordinator know that the student was in attendance, utilized bus transportation, and the bus route is taken. In addition, there will be a door-step policy in which the bus drivers will be dropping off students at home. If the parent or an adult does not receive the child for grades K-6 they will be brought back to their respective site and parents will be contacted to pick them up.

Walkers: The percentage of students whose residences are within walking distance will require applications that designate them as walkers by their parent/guardian. Only students in grades 3rd-5th will be allowed to walk home. Students will be placed on a master roster according to their applications and will be signed out every day at dismissal. The following steps will be followed: (1) All walkers will be called for dismissal before bus/pick-up students and head to a designated release area. (2) Students will then be signed out according to the master roster list. (3) The date and time will be recorded after the release is completed.

Pick-Ups: (1) Parents/Guardians will be required to identify the designated adults that can pick-up their child after school on the student application. (2) Each parent of a participating ACE student will receive a car tag whose identifying number will be paired with their children's name on a master roster. (3) Students will be signed out.

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9. Statutory/Program Requirements (Cont.)

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

The project director, family engagement specialist, site coordinators, center staff, and the campus parental liaisons will disseminate information of the program through ClassDojo App, HomeConnect Software, REMIND App, monthly English and Spanish school newsletters, flyers, school marquee, school ACE webpage, district automatic text/call system, student projects, and local news outlets. 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. The campus ACE webpage (English and Spanish) will make information readily available to the community to inform them of the site location, program schedules, participant achievements, volunteer opportunities, and instructor opportunities. 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. 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. Stakeholder committee members will play an integral role in promoting the program goals and objectives and speaking on behalf of the program to local residents, school board members, city officials, the business community, and state officials.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

Mercedes ISD administrators, campus personnel, parents and community members met as a Stakeholder Committee to discuss district's goals related to implementing community learning centers. The administrators represented various district departments such as Special Education, Child Nutrition, Safe Schools, Migrant, Bilingual, Parental, Technology, Transportation, and Federal Programs. During the planning process, departments identified ways to address gaps in services. A communication plan was developed to articulate the joint initiative and contribution of each respective department. This alignment enables the proposed program to maximize partnerships of existing resources and avoid duplication. The site coordinators, district administration, and program directors 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, local ISD funds for bus transportation personnel, and maintenance of transportation vehicles. The Child Nutrition Services funding will provide after-school snacks and meals 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. In-kind campus administrators will provide additional supervision after school and faculty will promote and support the program's initiatives by providing information on student needs. Through in-kind partnerships, workshops for parents and students will be provided by multiple agencies, the parental department director, and campus parental liaisons. These resources will partner with the Family Engagement Specialist to accomplish grant goals and requirements. These in-kind services will be paid through local Title I funds in combination with the Parent Teacher Organizations to plan, coordinate, and implement a Family Engagement Program for students and families. The district will not charge the ACE Program rent or maintenance fees. By hosting the ACE Program, current resources inclusive of federal, state, and local programs mentioned above will be available to enhance and extend the program.

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

9. Statutory/Program Requirements (Cont.)

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

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 targets such as program hours, resources, staffing, and activities.

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

Step 3: The resources utilized throughout the life of the grant, which is acquired through local, state, and federal partnerships 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 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.

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

All volunteers will qualify upon completion of a school district application, negative results from a TB test, and negative COVID-19 results. All volunteers will undergo a mandatory criminal background check and fingerprinting. Senior citizens and retired senior winter Texans will be recruited by Mercedes ISD parental liaisons. They will be provided with best practices on how to provide effective instruction after school. Volunteers will be supervised by ACE site coordinators and certified teachers. Curriculum and Compliance Specialists will provide continuous training on how to align after school curriculum to the regular day. Senior volunteers will communicate regularly with the site coordinators and curriculum and compliance specialists to track children's educational gains and participate in activity development and modification. Senior volunteers will act as student advocates, mentors, and provide one-on-one tutoring to struggling and special education students. Senior volunteers will also provide one-on-one English as a Second Language tutoring activities and cultural awareness. Research shows that students will likely master a second language when they are given conversational opportunities in ordinary social and formal settings. In addition to reading and ESL activities, senior volunteers will share their skills by teaching communication and writing skills, appreciation of art and music, historical accounts of significant events in the area, environmental preservation, and nutrition and wellness practices. Senior Volunteers will get individual support from the site coordinators through biweekly observation and feedback; monthly "catch up" meetings with the site coordinators, other volunteers, and individual meetings upon request. ACE program staff and the Mercedes ISD Parental Involvement Dept. will add partners and collaborators to assist in enrichment activities to help increase community buy-in within the school district. The majority of Mercedes ISD campuses offer assistance to students with the aid of senior volunteers. The task force and district parental liaisons will build on the existing volunteer programs and recruit volunteers to participate in ACE activities throughout all three terms.

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

SMART GOAL: If the ACE program provides in addition to academic skill-building activities, students with experiences that nurture aptitude in critical thinking, problem-solving, teamwork, etc. through activities such as arts, music, STEM, welding, cosmetology, animation, computer programming, sports, and other enrichments within their curriculum, attendance and retention goals will increase to 70% for Fall, 80% in Spring, and 90% in Summer of the total enrollment. All participants will participate in at least one of each three critical components, academics, enrichment, college & career readiness, daily.

Recruitment and Retention Strategies:

- Match program attendance goals to participant needs
- Continuous outreach utilizing various media to inform families of the opportunities associated with participation
- Reach out directly to youth and their families in their homes through face-to-face or virtual home visits
- Regular day staff will assist in recruitment and informing students of the value of participation
- Utilize data analysis of student performance and behavioral reports for recruitment and placement
- At-Risk youth are the priority in recruitment efforts
- Have friends join together, implement the "Friends Recruit Friends" initiative
- Utilize charismatic and highly motivated staff that is provided staff development on relationship building
- Offer participants enrichment activities developed from student interest surveys for buy-in and retention
- Link academic activities to hands-on or project based activities to increase student team-building / engagement
- Create student program development committees, with a focus at 9-12 grade levels, to increase participation

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

Conducting a systematic campus needs assessment was the first critical step in determining the scope and goals each campus could attain. The primary focus was alignment to the school day and for all parties to have identified academic performance, specific gaps, opportunities, resources present, activities present, and a needs/assets inventory. The needs/asset mapping process within the campus needs assessment provided: (1) Program avoids the duplication of projects in place (2) Prioritization of all problems/needs (3) Leverage and maximization of resources identified such as teachers, equipment, volunteers, etc. (4) Determining impact and setting the scope, the number of centers possible, number of students to be served, staff availability, and number of families that can be served (5) Budget Development: number of participants, materials/equipment needed, specialized staff needed, number of hours needed for activity delivery, the number of days, and professional development.

The proposed program will address the measures of effectiveness through intentionally structured programming that is data-driven and incorporates student/parent voice and choice. Site Coordinators, campus administration, teachers, and the curriculum staff will review student state performance data to identify individual student needs and develop intentional Fall programming. These students will be selected to participate in academic core remedial activities based on Student Expectations (SE) identified through test data disaggregation. As the program continues into mid-Fall, Spring, and Summer data sets will include interim benchmark assessments, STRIDE reports, teacher-developed formative assessments, TX21st data, attendance reports, discipline reports, and surveys. The STRIDE assessment software will be utilized to assess student progress throughout the intervention process.

All participants will attend academic, enrichment, and college & career readiness activities daily. Student participation in all three components will increase retention and academic success.

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10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

- Yes
- No

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

Are any private nonprofit schools participating in the grant?

- Yes
- No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	6100 - Project Director (required)	\$60,000
2.	6100 - Site Coordinators (required) Qty 7	\$350,000
3.	6100 - Family Engagement Specialist (required)	\$45,000
4.	6100 - Secretary/Admin Assistant	\$30,000
5.	6100 - Professional Extra-Duty Pay / Support Staff Extra-Duty Pay / Benefit Costs	\$851,368

Professional and Contracted Services

6.	6200 - Community Based Organization - Joint Partnership	\$20,099
7.	6200 - External Evaluators	\$16,000
8.	6200 - Utilities	\$30,082
9.		
10.		

Supplies and Materials

11.	6300 - Program Supplies & Materials - Campus Level Supplies - 7 Sites	\$202,076
12.		
13.		
14.		

Other Operating Costs

15.	6400 - Conferences (required) Travel Costs	\$2,023
16.	6400 - Transportation Fuel Costs	\$24,856
17.	6400 - Other Operating Costs (student snacks, parental meetings, incentives)	\$12,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID: 108907

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	108907103	William B. Travis Elementary / 1551 S. Georgia Mercedes, TX 78570 / (956) 514-2366	0	K-5	200	100
2	108907102	Zachary Taylor Elementary / 900 Missouri Street, Mercedes TX, 78570 / (956) 514-2388	0	K-5	200	100
3	108907107	Ruben Hinojosa Elementary / 500 S. Rico Road, Mercedes TX, 78570 / (956) 514-2277	0	K-5	200	100
4	108908108	Sgt. William G. Harrell Middle School / 2525 N. FM 491, Mercedes TX, 78570 / (956) 825-5140	0	6-8	200	100
5	108907041	Sgt. Manuel Chacon Middle School / 801 S. Mile 1 East, Mercedes TX, 78570 / (956) 514-2200	0	6-8	200	100
6	108907006	Mercedes Early College Academy / 837 S. Ohio, Mercedes TX, 78570 / (956) 825-5180	0	9-12	150	75
7	108907001	Mercedes High School, 1200 S. Florida, Mercedes TX, 78570 / (956) 514-2100	0	9-12	250	100
8						
9						
10						

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE					Program Year							
Center Operations Schedule (one per center)					2021-2022							
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	108907103	Travis Elementary/ 1551 S. Georgia Mercedes, TX 78570 / (956) 514-2366			K-5	200	100					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/21		12/17/21		12						
Spring Term		01/10/22		05/20/22		16						
Summer Term		06/06/22		07/15/22		6						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Tuesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Wednesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Thursday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Friday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	COVID-19 Contingency: If the pandemic requires modifications for the 2021-2022 school year due to restricted "on site" campus instruction the program development and planning will remain the same while instruction will be delivered through Virtual Academies. Students will be provided devices from the school district and materials from the ACE program for core and enrichment ACE projects. Hours will be modified from 7:00am-8:00am / 4:30pm-6:30pm to better assist students and their parents simultaneously.											
Parent/Legal Guardian Activities	N/A											

Center Operations Schedule (one per center)				2021-2022								
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	108907102	Taylor Elementary/ 900 Missouri Street, Mercedes TX, 78570 / (956) 514-2388			K-5	200	100					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/21		12/17/21		12						
Spring Term		01/10/22		05/20/22		16						
Summer Term		06/06/22		07/15/22		6						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Tuesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Wednesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Thursday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Friday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	COVID-19 Contingency: If the pandemic requires modifications for the 2021-2022 school year due to restricted "on site" campus instruction the program development and planning will remain the same while instruction will be delivered through Virtual Academies. Students will be provided devices from the school district and materials from the ACE program for core and enrichment ACE projects. Hours will be modified from 7:00am–8:00am / 4:30pm–6:30pm to better assist students and their parents simultaneously.											
Parent/Legal Guardian Activities	N/A											

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	108907107	Ruben Hinojosa Elementary / 500 S. Rico Road, Mercedes TX, 78570 / (956) 514-2277	K-5	200	100
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/07/21	12/17/21	12
Spring Term	01/10/22	05/20/22	16
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			34

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Tuesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Wednesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Thursday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Friday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	COVID-19 Contingency: If the pandemic requires modifications for the 2021-2022 school year due to restricted "on site" campus instruction the program development and planning will remain the same while instruction will be delivered through Virtual Academies. Students will be provided devices from the school district and materials from the ACE program for core and enrichment ACE projects. Hours will be modified from 7:00am–8:00am / 4:30pm–6:30pm to better assist students and their parents simultaneously.
Parent/Legal Guardian Activities	N/A

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	108907108	Sgt. William G. Harrell Middle School / 2525 N. FM 491, Mercedes TX, 78570 / (956) 825-5140			6-8	200	100					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/21		12/17/21		12						
Spring Term		01/10/22		05/20/22		16						
Summer Term		06/06/22		07/15/22		6						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Tuesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Wednesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Thursday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Friday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	COVID-19 Contingency: If the pandemic requires modifications for the 2021-2022 school year due to restricted "on site" campus instruction the program development and planning will remain the same while instruction will be delivered through Virtual Academies. Students will be provided devices from the school district and materials from the ACE program for core and enrichment ACE projects. Hours will be modified from 7:00am–8:00am / 4:30pm–6:30pm to better assist students and their parents simultaneously.											
Parent/Legal Guardian Activities	N/A											

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	108907041	Sgt. Manuel Chacon Middle School / 801 S. Mile 1 East, Mercedes TX, 78570 / (956) 514-2200	6-8	200	100
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/07/21	12/17/21	12
Spring Term	01/10/22	05/20/22	16
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			34

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Tuesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Wednesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Thursday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Friday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	COVID-19 Contingency: If the pandemic requires modifications for the 2021-2022 school year due to restricted "on site" campus instruction the program development and planning will remain the same while instruction will be delivered through Virtual Academies. Students will be provided devices from the school district and materials from the ACE program for core and enrichment ACE projects. Hours will be modified from 7:00am–8:00am / 4:30pm–6:30pm to better assist students and their parents simultaneously.
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Parent/Legal Guardian Activities	N/A
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2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	108907006	Mercedes Early College Academy / 837 S. Ohio, Mercedes TX, 78570 / (956) 825-5180			9-12	150	100					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/21		12/17/21		12						
Spring Term		01/10/22		05/20/22		16						
Summer Term		06/06/22		07/15/22		6						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Tuesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Wednesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Thursday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Friday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	COVID-19 Contingency: If the pandemic requires modifications for the 2021-2022 school year due to restricted "on site" campus instruction the program development and planning will remain the same while instruction will be delivered through Virtual Academies. Students will be provided devices from the school district and materials from the ACE program for core and enrichment ACE projects. Hours will be modified from 7:00am–8:00am / 4:30pm–6:30pm to better assist students and their parents simultaneously.											
Parent/Legal Guardian Activities	N/A											

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	108907001	Mercedes High School, 1200 S. Florida, Mercedes TX, 78570 / (956) 514-2100	9-12	275	100
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/07/21	12/17/21	12
Spring Term	01/10/22	05/20/22	16
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			34

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Tuesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Wednesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Thursday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	7:30			1:30
Friday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	COVID-19 Contingency: If the pandemic requires modifications for the 2021-2022 school year due to restricted "on site" campus instruction the program development and planning will remain the same while instruction will be delivered through Virtual Academies. Students will be provided devices from the school district and materials from the ACE program for core and enrichment ACE projects. Hours will be modified from 7:00am–8:00am / 4:30pm–6:30pm to better assist students and their parents simultaneously.
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Parent/Legal Guardian Activities	N/A
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Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 8	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	N/A

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	



**Agreement - Contingent Upon Grant Funding
Mercedes Independent School District
and
Community Based Organization or Mercedes Housing Authority**

This Memorandum of Understanding (MOU) describes and confirms an agreement between the Mercedes Independent School District (hereinafter referred to by name or as the District) and the _____ (hereinafter referred to by name or as the Service Provider). The purpose of the agreement is to formalize and clarify expectations and relationships between both parties for the 21st Century Community Learning Centers (21st CCLC) Program from September, 2021 – May, 2022. Mercedes ISD will serve as the fiscal agent. The proposed amount if awarded is \$ _____ for services provided by the Service Provider. For the purpose of this MOU, the Service Provider is defined as an agency providing service to students and parents at no cost.

Mercedes Independent School District Responsibilities:

- Designate a person who is responsible for supporting and maintaining the Service Provider relationship at the campus site.
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- Notify the Service Provider of any schedule changes that interfere with the service provision.
- Notify the Service Provider of any key staff changes.
- Facilitate regular meetings with the Service Provider to ensure services are reflective of best practice that meet the needs of students and adults utilizing the service provider site.
- Invite Service Provider to school wide events.
- Provide technical assistance and support through the provision of regularly scheduled meetings and other professional development opportunities.
- Agree to share information with appropriate Provider personnel which will include proper releases to maximize parent/student success and assure confidentiality.

Service Provider Responsibilities:

- Plan collaboratively with the Program Director and After-school Task Force in establishing roles implementing and providing approved activities.
- Provide activities in the designated buildings within the public housing complexes located in the City of Mercedes for students attending Mercedes I.S.D.
- Provide supplemental educational activities approved in the ACE Texas Blueprint Monday – Friday from 6:30 pm – 8:30 pm and Saturday from 9:00 am – 1:00 pm
- Provide reasonable space, as agreed upon, to facilitate services to students and adults.
- Provide reasonable resources to facilitated services (instructional equipment and supplies).
- Maintain a standard of professionalism and behavior consistent with the District's expectations.
- Notify District management staff and ACE Staff by email of any staff or service provision changes.
- Provide appropriate, safe and secure facilities for the implementation of instructional services to student and adult learners.
- Provide the staff with proper supervision and appropriate support.
- Complete all District evaluation data information as outlined in the contract that will be developed upon award of the 21st CCLC.
- Complete all paperwork requirements, including program and attendance reporting, and submit to District as specified in the contract to be developed upon award of the 21st CCLC Grant.
- Attend Service Provider meeting once each month or when relevant to program activities.
- Provide description of service that will be offered at the site containing the following information: actual service to be delivered, personnel assigned to deliver the service, and days and hours services will be provided.
- Provide proper documentation and tracking of all program activities.
- Comply with all District purchasing guidelines and adhere to all District Purchasing deadlines.

- Agree to share information, including parent/student data, with an appropriate District and/or campus personnel which will include proper releases to maximize student success and to assure confidentiality.

Memorandum of Understanding shall be effective from September, 2021 to May, 2022. Each party has a right to terminate the MOU upon 30-day notice to the other party.

Community Based Organization - Mercedes Housing Authority

Date

Mercedes Independent School District

Date