



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 Mathis Independent School District

Campus name 4 Campuses Identified CDN 205904 Vendor ID 746001710 ESC 2 UEI E42RBMKEH6

Address P.O. Box 1179 City Mathis ZIP 78368 Phone 361.547.3322

Primary Contact Maria Alicia Flores Email mflores@mathisd.org Phone 361.547.3378

Secondary Contact Gail Shepler Email gshepler@mathisd.org Phone 361.547.3378

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 Tim Norman Title Superintendent Email tnorman@mathisd.org

Phone 361.547.3378 Signature [] Date 01/19/2023

Grant Writer Name Susan Forthman Signature Susan Forthman Date 01/19/2023

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

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Address: P.O. Box 1179 City: Mathis ZIP: 78368 Phone: 361.547.3322
Primary Contact: Maria Alicia Flores Email: mflores@mathisd.org Phone: 361.547.3378
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- [X] Grant application, guidelines, and instructions [X] Debarment and Suspension Certification
[X] General Provisions and Assurances [X] Lobbying Certification
[X] Application-Specific Provisions and Assurances [X] ESSA Provisions and Assurances requirements

Authorized Official Name: Tim Norman Title: Superintendent Email: tnorman@mathisd.org

Phone: 361.547.3378 Signature: [Handwritten Signature] Date: 01/19/2023

Grant Writer Name: Susan Forthman Signature: Susan Forthman Digitally signed by Susan Forthman Date: 2023.01.20 14:27:17 -06'00' Date: 01/19/2023

[] Grant writer is an employee of the applicant organization. [X] Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

Mathis Independent School District (MISD) and our partners, parents, and community members evaluated community needs and resources to inform planning for our Texas 21st CCLCs by analyzing formative and summative data, both quantitative and qualitative, that describe specific student-, program-, school-, parent-, community-, staff-, and partner-level strengths and needs. We examined student academic performance, behavior and attendance, graduation and retention rates, CTE and college and career readiness reports, program performance, demographics, and stakeholder input using data sources that included TAPR, Federal Report Cards, PEIMS, STAAR and MAP reports, formative assessments, grades, stakeholder surveys, TX21 and Texas GEAR UP reports, and advisory committee reports. Stakeholder feedback included concern for learning loss during the pandemic, acknowledging that students who live in poverty were hardest hit, and the economically disadvantaged population at our four schools ranges from 78.6% to 86.3%. Mathis Intermediate and Middle School at-risk populations are higher than the state by up to 17.8%, and MISD families have a 21.2% higher economically disadvantaged percentage than the state overall. Parents request more opportunities to improve their academic and technology skills to better help students with homework. They emphasize that the school also needs to provide additional tutoring, homework help, enrichment, and literacy activities before and after the regular school day. Also, because there are few jobs in Mathis, most parents have long commutes to other towns, leaving home before the school day begins and arriving well after it ends, and quality child care is scarce. Although MISD learners have made gains in reading (increases ranging from 2-24% meeting grade level or above on STAAR assessments in grades 3, 5-8, and EOC English II), they fall below the state percentage of students meeting grade level (as much as 7% in 6 of 8 of the tested grades). Similarly, there are increases ranging from 7-28% meeting grade level or above in STAAR math performance in grades 3-5 and 7-9, yet the district scored up to 12% below the state. The Mathis Texas Ace program is strategically designed to address these needs by 1) providing safe, supporting, educationally enriching environments for students of working parents before and after school and during school breaks; 2) providing targeted academic support including HIT and engaging activities that are aligned to TEKS, school day instruction, and individual needs; 3) providing enrichment activities aligned to student interests, parent goals, and school day curriculum; 4) improving nutrition and decreasing hunger by increasing the number of students present to eat breakfast and dinner and providing healthy-living education and activities for families; 5) engaging families in literacy and STEAM activities to improve student and parent/grandparent literacy and educational development; and 6) providing college and career exploration, preparation, and enrichment activities. The needs assessment enabled the MISD team to determine the targeted participation numbers listed on the strategic plan for students and parents by identifying those students with prioritized needs. Prioritized needs include scoring below grade level in reading/math on STAAR/MAP or identified as at-risk and/or economically disadvantaged, followed by teacher, counselor, or parent recommendations based on other factors negatively impacting student success such as grades, attendance, behavior, or family challenges (e.g. homelessness).

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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.

Successfully meeting the benchmarks described below will measure progress toward meeting SMART goals.

Recruiting and Retaining Students - By May 2023 MISD and CIS will identify and recruit learners who will benefit most from Texas ACE, based on the priorities described in question 4, through student-level data analysis; teacher, student, and counselor meetings and conferences; and marketing through flyers, classroom and after school events, community events, and social media. With formal checkpoints in October 2023 and March 2024 to track implementation and success, strategies to retain students will include engagement and enrichment activities based on interest surveys and focus groups; frequent communication with parents and school day teachers; targeted academic and social supports including HIT, homework help, college and career exploration, and school-day aligned academic activities; and activities and celebrations in collaboration with community partnerships and programs.

Engaging Family-The Mathis ACE Advisory Council will review family engagement data quarterly beginning in October 2023 to track parent participation and satisfaction and the success of strategies to include the following: a monthly newsletter; resource centers for parents; parent and family activities and events differentiated by the needs of each center; quick and meaningful responses to parent surveys; academic support for parents to assist students; connecting families to available community resources, and leveraging partner resources such as the ESC-2 Crossroad Program (GED & ESL evening courses). Each center will hold a minimum of one family activity per month at varying times and formats to accommodate different schedules and family situations.

Recruiting and Retaining Staff - By June 2023, MISD will employ highly-qualified staff for all positions. Strategies to ensure this benchmark is met will include advertising the positions and qualifications early through district and community channels in addition to campus and district leaders and partners identifying and recruiting promising candidates to apply. MISD will encourage effective Texas Ace Cycle 10 staff to remain with the program in order to leverage their knowledge and experience. To retain effective staff members, strategies will include multiple and varied opportunities to attend staff-requested professional development and to engage in coaching opportunities specific to job responsibilities. Also, leadership will ensure sufficient time is created for planning ACE activities, including time to coordinate with school-day staff. More job-specific professional development and time to plan were the two main areas of need identified by staff during our needs assessment. Satisfaction surveys will be conducted and reviewed bi-annually in December and May to provide benchmark data for continuous improvement.

Strong Program Operations - Benchmarks for program operations will focus on measuring fidelity of implementation of the operations aspects of the program, aligned to the Texas ACE Blueprint. Quarterly, beginning in October 2023, the ACE Advisory Council will review TX21 and local program data to ensure all required operations activities are being implemented to standard. Strategies to assist program leadership and staff to understand and implement program requirements will include regular participation in all TEA and technical assistance provider trainings and office hours and open door access to campus and district administration for support to resolve any barriers.

Alignment with School Day - Strategies to ensure the Mathis Ace program aligns with the school day include weekly, scheduled collaboration with school-day staff to align curriculum and address individual student performance, attendance at common professional development (e.g. ACE teachers attending professional development on campus initiatives), and connections to school-day systems through ACE staff attendance at faculty meetings and receiving all school communications such as school safety plans and curriculum updates.

Fidelity of Implementation - Critical to program effectiveness, benchmark data for fidelity of program implementation will be reviewed by the Mathis ACE Advisory Council quarterly with swift and supportive action by district, campus, and ACE program leaders to correct any weaknesses with strategies specific to the need. These strategies may include professional development, coaching, calendar or schedule corrections, modifications to staffing patterns, accessing available support from technical assistance providers, and provision of additional resources.

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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.

MISD will provide quality programs at our four centers that align with the Texas ACE goals by monitoring and evaluating program- and student-level data throughout the grant cycle to ensure that benchmarks and SMART Goals are achieved. If at any point we are not making expected progress toward meeting benchmarks and goals, Mathis ACE leaders will collaborate with program, campus, and district staff to identify root causes and barriers and to swiftly correct course by creating and implementing a plan for improvement. If guidance is needed, the district will seek support from the Texas ACE technical assistance providers and/or other districts who may have previously encountered similar obstacles and found effective solutions. Stakeholders will be informed of any significant changes.

State activities for continuous improvement will be utilized for project evaluation and modification. MISD will 1) ensure that all TEA-required data is collected and reported in TX21st in a timely manner and used for program monitoring, 2) participate in creating actions plans for continuous improvement when risks are identified by state and local evaluations, 3) participate in program monitoring and risk assessment activities, 4) seek support as needed from technical assistance providers, and 5) participate in TEA training and utilize TEA resources.

The Mathis ACE program will contract an external evaluator who will use the Texas ACE Local Evaluation Guide and Toolkit to design and conduct our annual local program evaluation.

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 21st 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.

Mathis ACE innovative program activities will complement and enhance the regular academic program while targeting student needs, provide unique enrichment programs based on students' interests, and build relationships with family members to strengthen connections between school and home. Examples of planned activities are described below.

Targeted Academic Support

To improve academic achievement, all centers will provide daily high-impact tutoring, homework assistance, engaging literacy and STEAM instruction, and credit recovery activities. Based on needs identified in our comprehensive needs assessment, reading and math will be prioritized at all four of our centers, as will overall literacy, but all core areas will be addressed based on student needs and school-day curriculum connections. In addition, each center will tailor academic support to specific grade-level needs and age-appropriate curriculum. This will include an emphasis on social studies at the middle school level, where that is an identified weakness, and an emphasis on CTE and college and career readiness at the high school. All academic activities will be TEKS-based, emphasizing the connections to school-day curriculum.

Interest-Based Enrichment

MISD's Texas ACE program will provide an array of academic enrichment experiences through sports, recreation, art, music, cultural, and social activities that encourage attendance, target student interests, and enhance the regular academic program. Activities offered at each center will differ based on students' ages and interests. Current special interest offerings in our Cycle 10 ACE program include STEAM activities such as coding, robotics, 3D programming, and video game programming; youth development activities that build character, community, resiliency and voice; and college and career exploration and preparation through research, speakers, college visits, writing instruction, dual credit and AP tutorials, and assistance with college and scholarship applications. During our most recent surveys, students and parents asked that we expand enrichment opportunities to include gaming, photography, video production, vinyl creation, Taekwondo, and dance.

Family Engagement

In response to parent surveys, the Mathis Texas ACE program, in collaboration with ESC-2, will provide ESL and GED classes to parents along with academic supports so that they are better able to help their children with homework. ACE will also host Family-Community Connections and Family Health and Wellness. In addition, family engagement activities will include Parent Huddles, Grandparents' Day Cookie Kits, holiday crafts and events, Math Nights, Literacy Nights, Coffee with the Principals, Family Literacy Movie Nights, musical events, stress management kits, FAFSA Night, College Night, Muffins with Moms, Donuts with Dads, Dual Credit/College Registration Night, financial aid registration for dual credit, Parent Council Meetings, monthly newsletter, and Tasty Tip Tuesdays.

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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.

MISD's Texas ACE program will use the following evidence-based practices to implement our program:

Academic Achievement and Performance - To improve academic performance, all academic activities implemented will be standards-based and aligned to the TEKS, state assessments, and the Texas College and Career Readiness Standards. Intervention and enrichment activities will be data-driven, designed by examining student performance in comparison to standards and student interests and goals. Student data will be monitored consistently so adjustments can be made based on progress. As students learn better when authentically engaged, activities will be strategically designed for high student engagement, including hands-on project-based experiences and lessons in the field. Current research confirms that hands-on application of new learning improves retention. Likewise, smaller group sizes with higher staff-to-youth ratios positively impact learning, and MISD's Texas ACE HIT will occur in small groups

Postsecondary and Workforce Preparation - MISD has robust Career and Technology Education and College and Career Readiness Programs. The district works closely with ESC Region 2, Workforce Solutions of the Coastal Bend, and Del Mar Community College to design and implement programs aligned with the Texas CCRS. Mathis ISD is a Texas GEAR UP grantee, so we also implement all aspects of the highly researched GEAR UP program such as near-peer advising. In addition, CIS provides activities that promote career awareness, training, employment, etc. The Mathis Texas ACE program will implement research-based strategies to provide additional, earlier, and more in-depth experiences with career possibilities, along with increased individualized assistance for families applying to colleges.

Positive Youth Development - Mathis ISD partners with CIS of the Coastal Bend, a non-profit agency with over 30 years of action-based research to support their strategies for developing youth. CIS will work with individual, small, and large groups of students to support and empower them to achieve in school and life.

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.

Mathis ISD serves a rural community so approximately 65% of students require transportation to and from school. In addition, most parents work outside of the Mathis area so have long commutes and are challenged to drop off and pick up students from school even for programs such as Mathis ACE with hours before and after the regular school day. This is true during the summer and school intercessions as well since most parents work regular schedules during school holidays. Therefore, Mathis ACE will provide additional bus routes to the current routes to transport students to and from home in order to participate in the Mathis ACE program. Funds have been allocated in the budget to support these additional routes.

In addition, some of the academic enrichment and college and career activities that are embedded into the Mathis ACE program design require travel. Examples include college visits, career site visits, educational field trips for real-life experiences, and enrichment activities such as team-building at a local Boy Scout Camp. Mathis ISD will provide transportation for these experiences, and funds have been allocated in the budget to support associated costs.

No transportation is required to Mathis ACE Centers as all centers are located at the schools that students attend.

Safety of our students when in transit on one of our school buses is our primary concern. The Mathis ISD transportation department ensures adherence to all local, state, and federal requirements for the safety of our school buses and the training of our drivers.

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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.

Parents, community members, and community-based organizations have been included in the continuous improvement of our Mathis Texas ACE, Cycle 10 program since the initial planning stages, so existing, strong, community-wide awareness and support is a consistent strength noted in our program evaluations. We will build upon that strength to ensure all parents, students, and community members are well-informed of the benefits of participating in our Cycle 12 program at each of our four centers. We will disseminate information through a variety of means:

- 1) Identifying our highest need students through data review and referrals from teachers, counselors, parents, and partners, and targeting these students for enrollment with personal phone calls, emails, and/or home visits to ensure all slots are filled;
- 2) emailing parents, students, and community partners to share news of the award, program details, and instructions on how to enroll;
- 3) making announcements at community activities (e.g., church services, ball games, etc.);
- 4) posting information at locations through the community (e.g., library, businesses, churches, doctors’ offices and clinics, etc.);
- 5) submitting a press release to local newspaper and television stations about the award;
- 6) posting information about the program on our website and 21st Century Facebook page;
- 7) sending phone messages to parents through our all-call phone system;
- 8) sharing information about the program at meetings and events such as Mathis ISD School Board meetings;
- 9) sharing information through partners;
- 10) disseminating monthly newsletters;
- 11) providing a resource center at each center for parents which includes updates, upcoming events, community events, program activities, program schedule, etc.

In addition, all information will be shared in both English and Spanish to ensure it is accessible to those who speak either language, and the Texas ACE logo and branding will be included in all local program materials and promotions.

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)

Mathis will not use volunteers in this program.

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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.

Data-informed decisions will match the needs of each child enrolled at our four Mathis ACE Centers to the most appropriate services across programs, avoiding duplication of services. All services provided through Mathis Texas ACE will supplement rather than supplant existing services funded by other programs.

Food Services - Mathis ISD provides breakfast, lunch, and dinner to all students through CEP.

Security: Through our emergency operations plan and school safety initiatives, facilities are safe and all staff are prepared in the event of an emergency. In addition, MISD has low rates of student discipline issues as well as clean, well-maintained campuses.

Health Services - Mathis ISD partners with Coastal Bend Wellness Foundation—Project Turnaround to provide educational resources for coping skills, bullying prevention, healthy relationship choices, and more; South Texas Substance Abuse Recovery Sources, Inc. to provide outpatient services to students and families; and the Coastal Plains Community Center to provide screening, crisis supports, and rehabilitative training to referred students.

Special Education and Other Special Programs: MISD campus and special programs staff (Special Education, ESL/Bilingual, Homeless/Foster, CTE, and other special programs) will coordinate weekly with Texas ACE staff to ensure a fully inclusive environment where all ACE students are set up for success.

Title 1a and State Compensatory Education Programs - MISD campus and special program staff will coordinate with the Texas ACE team to track progress of students identified as At-Risk and to assign and provide interventions and programs that complement the services provided during the school day, maximizing services to students and families.

Texas GEAR UP - GEAR UP activities, including but not limited to tutoring, college visits, college advising, parent events (financial literacy, financial aid, application process, etc.), and dual credit, AP, and CTE support, will be coordinated to engage ACE students and families.

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.

MISD is committed to sustaining our community learning centers after grant funding has ended with long-term strategic planning and capacity-building throughout the life of the grant. The Mathis ISD Board of Trustees has recognized the high need for this program and pledged to support the program long-term through its inclusion in Board Goals and long-term financial planning.

The program staff will have numerous, rich professional development opportunities. Once they become experts, they will be able to train future staff. Also, many of the materials purchased and activities designed will not need to be replaced annually. Many will be able to be used long-term. Strategic coordination of programs and associated funding in MISD will establish the foundation for an integrated funding model in the future as we learn to best leverage all available resources to meet the needs of our students. Finally, through Mathis Texas ACE, Mathis ISD will continue to strengthen and expand partnerships with community agencies. The support of these agencies, including but not limited to our primary partner CIS, will contribute greatly to our ability to sustain the program once funding ends. High-quality program evaluation will play a major role in that as we demonstrate, through hard data and the stories of participants, the positive impact that the program has on the community. The Community Advisory Council will take a leadership role in this by engaging in a review of the program's impact and sharing it with their constituents, partners, and/or funders. With this network in place when the grant expires, the centers will continue providing high-quality programs at no cost to families.

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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

Mathis ISD will partner with Communities in Schools of the Coastal Bend (CIS) for the Mathis Texas ACE program. CIS is a non-profit dropout prevention agency with a mission to surround students with a community of support, empowering them to stay in school and achieve in life. CIS has successful experience collaborating with Texas school districts, including MISD, to implement Texas 21st Century Community Learning Centers. Our partnership with CIS contributes to achieving the following program objectives: 1) Improving performance on state assessments, core course grades, and on-time grade-level advancement—CIS provides services that support math, reading, and all other core areas through activities such as homework help, tutoring, academic monitoring, and small group instruction. 2) Improving school-day attendance—CIS monitors attendance and provides attendance interventions, home visits, and incentives. 3) Increasing meaningful family engagement—CIS provides activities for families such as parent summits, parent huddles, literacy and math nights, and grandparent literacy days. CIS also connects families in crisis to available resources. 4) Increasing meaningful student engagement—CIS hosts a family STEM night, promotes health and safety awareness with activities for fire safety and drug abuse prevention, and provides workshops and assistance with college and scholarship applications. 5) Improving student career competencies—CIS provides activities that promote career awareness, job readiness, skills training, preparation for the workforce, and assistance in obtaining employment. 6) Increasing high school graduation rates—CIS provides positive social, cultural, recreational, and interpersonal skills and experiences to enrich and expand students’ understanding of life and involvement in community, creating a sense of belonging that assists students in remaining and succeeding in school. 7) Decreasing discipline referrals—CIS monitors behavior and provides interventions for students in at-risk situations including counseling that supports and addresses individual student needs. This partnership will contribute to sustaining the program over time. CIS works with many of our community partners who provide wraparound services to students and families, and through Mathis ACE, MISD will continue to build sustainable relationships with these partners. CIS is also connected to an array of funders who support their programs in schools. Demonstration of the impact the Mathis ACE program has on the community will further attract this support. In addition to our primary partnership with CIS, Mathis Texas ACE partners with the following organizations: 1) ESC Region 2-Crossroads to provide programs to families to obtain GEDs and continue education at local colleges/ universities; 2) Mathis Public Library to provide author visits, book clubs, digital materials, family literacy nights; 3) Del Mar Community College to provide TSI prep and assessments, an online writing center, online tutoring, on-site tutoring for dual credit students, college entrance exam prep; 4) Workforce Solutions of the Coastal Bend to implement programs aligned with workforce needs and the Texas CCRS; 5) Coastal Plains Community Center to provide screening, crisis supports, and rehabilitative training to referred students. MISD will also work with several others (e.g., HEB, San Patricio County Adult Literacy Council, Nueces County Library, etc.), to provide further academic and enrichment activities for our students and their families.

Many of these partner services would not be accessible to our students without the extended time and coordination that Mathis ACE will provide. There is simply not enough hours in the school day or sufficient availability and capacity of families to connect students to these available community services without coordinated support.

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

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.

The Mathis Texas ACE program staff will coordinate weekly with school-day staff to ensure that our measures of student success align with the regular academic program of the school and the academic needs of participating students. The ACE Site Coordinators, Project Director, and teachers will intentionally plan ACE lessons that are aligned to the TEKS, state assessments, and College and Career Readiness Standards with the assistance of district curriculum specialists and classroom teachers, creating and modifying unit lesson plans for the program using the nine-week pacing guides for each grade level/course subject. This includes designing specific activities that provide TEKS-based, engaging intervention to increase student achievement in math and in reading/ELAR. The planning teams will also share successful intervention strategies across grade levels and subject areas. In addition, ACE teachers will use the TEKS Resource System tools to assist with pacing, sequencing, sample questioning, vertical alignment, and rigorous assessments. ACE staff will attend professional development alongside school day teachers, including training on data analysis and planning tools.

To ensure ACE activities align to the academic needs of participating students, they will be data-driven, designed by examining participating students' performance in comparison to standards. Student data will be monitored weekly using district data analysis tools so that adjustments can be made based on individual progress and grade- level and center-level trends. Academic activities appropriate to all achievement levels will be provided, including content-specific High Impact Tutoring (Program Priority 2) designed to close identified gaps.

The Mathis ACE program will integrate with our Texas GEAR UP program (Program Priority 1) to improve college and career readiness. Mathis ISD is in our 5th year as a Texas GEAR UP grant recipient. GEAR UP is a program designed to increase the number of low-income students attending high-poverty schools who are prepared to enter and succeed in postsecondary education. GEAR UP activities that will be integrated with the Mathis ACE program include near-peer college advising; support for students taking AP, dual credit, and CTE courses; college and career visits; tutoring; college and career counseling; writing instruction; and family events to assist with college applications, financial literacy, and financial aid applications.

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9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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.	Program Staff (Program Director, Family Engagement Specialist, Secretary)	\$128,750
2.	Site Directors	\$127,720
3.	Professional Extra Duty Pay	\$602,200
4.	Paraprofessional Extra Duty Pay	\$125,000
5.	Benefits	\$129,930

Professional and Contracted Services

6.	Drop-out Prevention and At-Risk (CIS)	\$85,500
7.	Student Leadership Activities	\$20,000
8.	Copier for Student and Parent Activities	\$3,000
9.	Technical Assistance Grant Administration	\$6,000
10.		

Supplies and Materials

11.	Supplies for Student and Parent Activities (including HQIM for HIT)	\$153,200
12.	Supplies for Program Administration	\$2,564
13.		
14.		

Other Operating Costs

15.	Student Transportation - Home to Centers	\$45,000
16.	Staff Travel - Professional Development	\$5,000
17.	Student Travel	\$10,000

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. 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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