



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

Grant period: From 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: Lufkin Independent School District
Campus name: [] CDN: 003903 Vendor ID: 756001195 ESC: 7 DUNS: 083564492
Address: 101 Cotton Street City: Lufkin ZIP: 75901 Phone: 9366304499
Primary Contact: Shelly Slaton Email: sslaton@lufkinisd.org Phone: 9366304499
Secondary Contact: Kurt Stephens Email: kstephens@lufkinisd.org Phone: 9366304499

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: Lynn Torres Title: Superintendent Email: ltorres@lufkinisd.org

Phone: 9366346696 Signature: [Signature] Date: 1-15-2021

Grant Writer Name: Shelly Slaton Signature: [Signature] Date: 1-15-2021

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
Based on campus-based needs assessments, beginning and middle of year outcome-based measures, 75% of our students on the targeted campuses need access to assistance in meeting state academic standards in reading and mathematics.	Using the Theory of Action and Logic Model activities, ACE will coordinate activities with the regular school day including research-based evidence-based practices that will compliment and enhance academic performance and achievement to serve students who are at most risk for academic failure.
Based on TAPR, 2019-20, 43% of students entering Kindergarten are ready for Kindergarten instruction and 67% of 1st graders are behind in reading and math when they enter 1st grade.	Inntegrating the Theory of Action will provide structured and strategic interventions for students in math and reading/language arts, homework help, core-subject tutoring, and collaboration with regular school day teachers to align school day instruction and the ACE Program content.
Needs assessments detail that 95% of working families need opportunities for active and meaningful engagement in their children's education, including the opportunity for literacy and student's educational development.	The ACE Program will meet the needs of families with engaging relevant activities that offer educational development, wrap-around services, classes, referrals, and resources such as a GED program, English language, workforce skills, parenting, and life skills classes that include career-oriented training to family members.

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.

95% of regular ACE students in 3-5th grade will show a 10% increase on the state assessment in reading/language arts and math as determined by STAAR; 95% of K-2 students will show increases from beginning year MCLASS and DRA 3 until end-of-year by 10%; increase by 10% their grades/progress reports in core academic courses from fall to spring as determined by K-2 grade/progress reports; increase attendance by 1% for regular students in the regular school day as determined by campus attendance records; decrease regular student behavior problem in the regular school day by 5% as determined by campus behavior records; increase student engagement in learning 10% by August 2022 as determined by teacher surveys.

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

1)The Community Advisory Board (CAB) will recommend a full-time Project Director (PD) for employment by July 15, 2021. 2) The PD will employ site coordinators by August 1, 2021. 3) An evaluation plan will be developed by the CAB and the evaluator, 4) STAAR scores, local benchmark assessments, and school discipline and attendance data will be examined by August 15, 2021. 5) Partnership MOUs will be developed and put in place by August 1, 2021. 6) The plan to recruit students for the ACE Program will be activated throughout the community and the campuses by August 15, 2021. 7) Academic enrichment, accelerated learning, and tutoring activities in coordination with the school day curriculum will be implemented. 8) enrichment activities will reflect student/campus needs and student choice by Sept 7, 2021. 9) The fall QAP will be submitted.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

The CAB members will: 1) evaluate the first semester data and revise students' individual support plans as needed; 2) analyze data from homework assistance and enrichment programs to ensure that student progress is being made; 3) examine wrap-around services for students and families such as GED, ESL, workforce skills, parenting, and life skills to ensure program quality and attendance; 4) monitor progress of stated benchmarks toward performance measures and evidence of student improvement; 5) examine feedback that has been gathered from staff, partners, students and parents through interviews and surveys; 6) The 2nd QAP will be submitted; 7) The Theory of Action Plan and Logic Model will be examined to ensure that the ACE Program is serving students/families that have an academic need effectively; 8) Employee training and student and family recruitment efforts will be examined and changes made if needed.

Third-Quarter Benchmark

1) Recruitment efforts will be rolled out for the 2022-23 school year to targeted students/families. 2) First semester data will be collected and center strengths and weaknesses will be identified through the use of self-assessment tools used in connection with formal/ informal evaluation methods. 3) Analysis of data from the QAPs, surveys, focus groups, activity logs, comparisons of pre-post records of student performance, attendance patterns, grades, disciplinary actions, and improvement of teacher-reported engagement in learning will be used in a comprehensive review and analysis of each Center's performance resulting in a fully triangulated interpretation of findings, conclusions, and pertinent recommendations from the evaluator. 4) Results of the local evaluation will be used to refine, improve, and strengthen the ACE Program and to ensure the Theory of Action Plan is effective. 5) Reports will be made available to TEA and the public. The Logic Model will be revised if needed.

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.

The Community Advisory Board (CAB), school administration, and the external evaluator will use the evaluation data for program improvement in various ways. The team will begin with the end in mind (Theory of Action Plan and Logic Model) by anchoring data review to our program objectives and goals. Over the course of the year, the team will meet quarterly to determine if the objectives and goals were met; review data for each outcome-based measure as defined and guided by the Texas ACE Blueprint and by documentation laid out in the Theory of Action Plan in regards to the implementation of strategies, initiatives, and action plans; and will evaluate the fidelity and effectiveness of the strategies, initiatives, and action plans, based on qualitative and quantitative data.

In addition, program reviews will be conducted each year: one at the beginning of the year to reflect on overall progress including the summer program; one after the first semester; and one at the end of the school year. Demonstrated growth for ACE students in the following areas will be examined: increase in reading/language arts and mathematics on the state assessments as well as improved grades for K-2 grade students; improved attendance rate from previous year; decrease in school suspensions compared to the previous school year; increase in student engagement as determined by teacher interviews; targeted students who served for 45 days or longer in the ACE program; percent of Quality Indicators that scored a value of "Implementing" or higher will be analyzed to evaluate the effectiveness of the curriculum and instruction, student supports and teacher effectiveness. Data will be analyzed holistically, as a Center and by individual student. Decisions will be made from this data to improve and/or change the homework assistance/tutorials and enrichment curriculum. Lastly, the findings will guide the program and activities to ensure they are aligned with the regular academic program, the Theory of Action Plan, and the academic needs of students.

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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. LISD conducted a two-step needs assessment process in preparation for the Cycle 11 application. First, a survey of administrators on each eligible campus within the district was conducted. Data gathered through these surveys included a statement of need specific to the campus and how the need will be addressed through grant funding as well as Campus Improvement Plan (CIP) goals. The district leadership analyzed these applications and narrowed the field to ten campuses of which six are Focus campuses. These campuses have students most in need of academic support. The surveys of the schools selected for inclusion on the grant application showed a high need in the areas of academic support, enrichment, character development, increase of daily attendance, a decrease in behavior problems, increase in parent engagement, and the goals of the 21st CCLC program aligned to their CIP. Secondly, the 10 campus communities surveyed teachers, students, parent and community members at-large. Each campus team analyzed data from benchmark assessments, the latest STAAR assessment, student attendance records, student behavior records, student report card grades, and teacher-reported student engagement in learning. Stakeholder feedback was high-90% of the surveys were returned and 65% had personal remarks indicating a need for an after-school program. Members of the CAB used the Prime Blueprint document, CIPS, and community input to develop a Theory of Action Plan that became the impetus for the Logic Model, the road map for the ACE Program and has addressed the identified needs of the students and will increase student academic outcomes.

b. Stakeholders were asked to rate their level of interest in ACE, safety in ACE, and alignment between the school day and the after school program: 80% believe that after school programs will benefit the school; 82% feel that having a safe place for students to learn before and after school and the summer is important; 75% feel the need to link the regular school day to the program; 65% indicated a need for adult education and training programs; 35% asked that the activities in the program be different from the regular school day – interactive and provide activities that would help students make connections from school to the real world. These results demonstrate that LISD stakeholders place great value on extended learning opportunities. Students “most in need” for the program are under-represented subpopulations that LISD considers high need students – Economically Disadvantaged (77.2%); At-Risk (62%); English Learners (19%). LISD’s ACE Program plans to serve an average of 37% of the students at each of the designated 10 campuses.

c. A variety of methods will be used to gather data for continual improvement which include program and campus-level data: 1) frequent surveys and focus groups of all stakeholders; 2) activity logs completed by staff; 3) comparison of pre-post records of participating students’ performance in attendance, course grades, disciplinary actions, and an increase in teacher-reported engagement in learning; 4) formal and informal observations; 5) depth of teachers’ professional development; 6) participation logs. Recruiting students is a continuous process with presentations at various school events. The program will regularly communicate program information through: 1) district website and monthly e-newsletters; campus marquees; 2) School Messenger; 3) quarterly reports to the Superintendent and Board of Trustees detailing program progress. To address the needs of working families, parent engagement activities will be offered during the ACE Program Academies one night each month. The Family Engagement Specialist (FES) will closely evaluate parent surveys and feedback from parents to ensure that programming topics, times, and locations are effectively meeting the needs of working families. The FES will work with the Project Director and Site Coordinators to develop a systematic plan to gather ongoing information about family needs throughout the year to ensure that the program activities continuously respond to ACE working families’ needs.

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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.

LISD is applying for the ACE grant to target and serve our most at-risk students and their families at our 10 highest-poverty and lowest-performing schools. Each center is a Title 1A Schoolwide campus, serves at least 84.4% of students who are economically disadvantaged, and in an underprivileged, rural community. Six centers are Focus Schools according to the state accountability criteria. LISD's expected ACE impact as stated in the Theory of Action Plan and detailed in the Logic Model:

Goal 1: 95% of regular ACE students in 2-5 will improve STAAR math and reading/language arts proficiency by 10% and increase their grade average by providing academic activities that will increase achievement through awareness and interest in STEM careers and provide hands-on experience for students by July 31, 2022 and each year throughout the remaining 4 years of the grant program. 95% of K-2 students will show increases from beginning year MCLASS & DRA3 screeners until end-of-year by 10%. Data: STAAR data reveals that at each grade level reading and math scores for African American (AA) and Economically Disadvantaged (ED) students are below the state and local average. 62% of the students are at-risk for not being promoted or graduating from high school; AA and ED students are below the state and local average for all tests taken on STAAR, only 41% and 45% respectfully passed the Texas Success Initiative (TSI) to be admitted to basic college courses after high school and 20% and 17.7% respectfully, were enrolled in dual credit high school/college courses at the secondary level. Estimated Impact: ACE will fuse academics with real-world education allowing students to become aware of real-life connections among core subject areas in their everyday lives and provide students the assistance needed to increase their grades/GPA and STAAR scores through homework assistance, strategic tutoring, monitoring of grades, and mastery of STAAR objectives.

Goal 2: Attendance in the regular school day will improve by 1% as determined by campus attendance records by July 31, 2022 and each year throughout the remaining 4 years of the grant program. Data: Attendance rate for ED students is lower than all other subgroups of students as well as the state and local average; the dropout rate for ED students is higher than all other subgroups of students as well as the state and local average. Estimated Impact: ACE will provide exciting, fun, engaging and learning enrichment activities in abundant variety to allow for student choice; thereby, attracting and sustaining student attendance in the regular school day.

Goal 3: Decrease behavior problems in the regular school day classes by 5% each year as determined by campus behavior records from July 31, 2022 and each year throughout the remaining 4 years of the grant program. Data: African American (32%) and Hispanic (34%) students are over-represented in exclusionary disciplinary infractions at campuses according to disciplinary records. Estimated Impact: To reduce behavior problems ACE will ensure that "school safety" measures are focused on prevention and research-based programs that identify teacher and student needs and do not rely on exclusionary discipline and zero tolerance; connections with ACE partners within the community will greatly enhance programming options for students with discipline problems; family engagement is a major initiative for LISD's ACE Program; research shows that the more family and community involvement was implemented, the fewer students were given ISS and missed classes (Sheldon, 2017).

Goal 4: Increase student engagement in learning by 10% by July 31, 2022 and each year throughout the remaining 4 years of the grant program. Data: According to teacher surveys 85% of teachers say that students were engaged less than 50% of the time – only 15% of classrooms have more than half of their students engaged in learning.

Estimated Impact: The CAB has made student engagement a priority and ACE teachers will be trained in analytic, critical and discipline-specific ways of making learning meaningful by creating rich learning environments that will lead to student motivation.

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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.

As addressed in the Logic Model and Theory of Action Plan, LISD will use evidence-based practices to create program activities that address our students' documented needs and promote academic and overall success through the Micro-Society Curriculum. Academic assistance is designed to improve student individual achievement and campus achievement in each of the Centers by selecting students that are the "most in need" of assistance. The Project Director (PD) and Site Coordinator (SC) will develop a support system that allows for each of these student's progress to be reviewed by a System of Support (SOS) Team (composed of Center staff, teachers, administrators and content experts) who make recommendations for individual interventions for students based on their benchmark testing, previous STAAR tests, MCLASS/DRA 3 results, and universal screenings. This plan will be used to monitor and assess the extent to which goals and objectives are met at each Center. Certified teachers will assess student weaknesses and strengths and through one-to-one and small group tutorials will address content deficits. These students will be grouped during homework and tutorials with grade level peers and teachers to focus on grade level assignments. Through the academic enrichment component, the ACE Program will give students a chance to apply the skills that have been taught in the regular classroom and "fine tune" the skills needed to carry out project-based lessons. All activities will coordinate with the regular school day and will be aligned to STAAR and TEKS. Students learn more and retain more information when they actively participate in the learning process and when they can relate to what is being taught. Drawing connections between information taught and real life is highly effective in engaging students as they run businesses, manage banks and finances, adjudicate laws, and develop government agencies in a miniature society (Zimmerman, 2016). Technology applications will support integrated, inquiry-based learning to engage students in exploring, thinking, reading, writing, researching, inventing, problem-solving and will bring content alive by connecting STEM-based ventures and products that connect academic concepts to the real world. A broad array of services such as recreation, art, music, dance, cooking, and gardening will provide student motivation and engagement. Students choice is an important aspect of the plan so students have a "say" in the activities that are provided. Social and emotional skill development will be integrated throughout the activities through the Ignite Curriculum. Each Center will work from a framework for behavioral interventions that will decrease problem behavior, increase time spent in the academic instruction and improve academic achievement. No matter income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, and show improved behavior (Coalition for Parent Involvement in Education, 2018). Each Center will develop a Logic Model based on the Theory of Action Plan which will be coordinated with the regular school day to address students' needs. The teachers in the ACE program will have documentation of the skills that these students need to be successful with assignments, and will tutor students individually on these missing skills. There will be sufficient oversight of the activity planning and operations at each center by the Project Director, SCs, and district administrative staff. Each SC will communicate with the regular classroom teachers on a weekly basis to discuss students' progress, make changes in the students' plans, and set new goals. The program management plan includes interconnected, district- and campus-level supervision to ensure continual alignment and high-quality improvements. For example, ACE and non-ACE staff will check-in weekly; all ACE staff will meet monthly to share best practices and receive training; leadership teams will review data monthly to monitor impact; and district leadership and the Board of Trustees will review data and sustainability biannually. LISD ensures that the activities in the ACE program will be engaging for students by integrating an evidenced-based program curriculum into the ACE program. Students will be able to answer the question "why do I need to know this?" for themselves because the curriculum will expose students to creative expression, critical thinking and problem solving, and project-based classes that have a real-world connection. Family engagement activities will be directly aligned with student activities so that parents can reinforce what students are learning at school and support their children's academic success. Family Engagement will help break the cycle of poverty and illiteracy by improving the education opportunities of low-income families by integrating adult literacy, a GED program, English Language Program, career-oriented training to family members, and parenting education into a unified family literacy program.

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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

LISD's inquiry-based, hands-on ACE model provides a variety of ways to actively engage the community in student learning by involving them in the after-school program which is aligned with our stated objectives for the ACE Program. Community partners, a critical element of the model, will share their professional expertise and training with students. Aligned with our Theory of Action and Logic Model, Legacy Institute is focused on reaching at-risk students and equipping them with skills they need to succeed. Legacy Institute is a locally based, non-profit organization and has agreed to share their many years of experience, resources and tools in working with at-risk students by providing students at each of the Centers with the opportunity to explore STEM fields by engaging in hands-on activities during regularly scheduled times each week during the regular school year and week-long summer camps. ACE students will be introduced to these programs as elementary age students but in the future Legacy will provide these students with college financial prep courses, internships, IT Programs and continue to help these students develop healthy habits that allow them to stay on track in reaching their goals. Legacy Institute will also work with ACE parents to provide literacy and training programs for ACE students' parents through LIFE Tech, a program that will provide parents the opportunity to learn to refurbish and repair computers and even earn industry recognized certifications in IT fields. A second partner, The City of Lufkin Parks and Recreation, will assist the ACE Program by providing enrichment activities during the regular school year and in the summer program so that students at each Center can choose to participate in activities such as gymnastics, dance, twirling, fitness activities, art, dog obedience training, cooking, sign language classes, and gardening. Memorandums of Agreement for both of these organizations are attached to the application. Other local organizations (agreements on file) have agreed to work with students and families in the ACE program. Angelina College will provide GED and English Language instruction for families of eligible students as well as additional counseling and family casework to families that are in need of assistance. Lufkin Chamber of Commerce will assist students in developing business plans for new ventures in the school-based society ACE program. An aerospace and defense company, Lockheed Martin, will provide engineers to work with LISD's ACE Program students by providing expert assistance and recommendations on student projects and work with students throughout the first year through partnerships and volunteerism. Angelina County Agrilife Extension will offer programs that will engage students in learning projects, leadership development, and community service. In addition, Agrilife's The Dinner Tonight Program will engage students in cooking, nutrition, and menu planning while Welcome to the Real World! Program will provide students with financial education and real-world expenditure decisions in active, hands on activities that include money management and spending and lifestyle choices for students. The members of this partnership will increase the quality of student services in a way that the LISD ACE program could not do alone by coordinating services available to students and families in one singular place.

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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.

LISD has planned the proposed ACE Program using evidence-based practices that will support students' needs and are aligned with the regular school day, STAAR assessment, and TEKS. The "What Works Clearinghouse" website was reviewed when considering programs to be offered. Legacy Institute will partner with LISD to provide effective programs such as STEM/Club Tech and Brainstormer Literacy. The ACE Program will promote healthy lifestyles both physically and emotionally through the CATCH program which has over 100 peer-reviewed studies proving that it reduces childhood obesity. The ACE Blueprint was used to develop a plan for assessing the goals of objectives at each center and for identifying best practices and research supports that students who participate in structured after-school academic programs demonstrate an increased knowledge in core academic competencies. Research studies have shown that participation in ACE programs have a positive impact on juvenile crime and drug use (West, 2019). ACE will utilize research evidence and best practices to ensure students are mastering TEKS and STAAR concepts and skills. Evidenced-based studies also indicate that increased parent involvement has a positive impact on students' development and mastery of basic skills needed for future success in school. Research demonstrates that students with higher parental involvement in their academic careers, overall demonstrate significant higher grade point averages and master of basic skills (Topper, D., et al, 2017). Utilizing this research, the ACE Program will incorporate Parent Academies once a month. These Academies will provide opportunities for parents and students to come together to participate in engaging learning activities; provide parents insight into what their child is learning in school; allow parents to increase involvement in their child's learning and gain skills to effectively support student learning at home. Supported by evidence which demonstrates that summers spent without learning significantly contributes to the underachievement of students (Smink, J. 2019), the ACE Program will host a Summer Learning Institute. The Institute will focus on STEM fields (Science, Technology, Engineering, and Math) and the Institute will utilize methods of effective/promising programs (experimental learning techniques, field-based instruction).

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.

Transportation to all students' homes will be provided at the end of the regular program and transportation will be provided from home to the Center and back home during the summer program. No transportation between Centers/campuses will be needed because all students will attend ACE programming at their respective home campuses. Every Center will coordinate with parents and the LISD Transportation Department to ensure every bus route's stops are located in safe areas and accommodate student needs. Students will be escorted by teachers to their designated ACE Program area at the end of the regular school day and once the ACE program is over, students will be escorted by ACE staff to the bus pick-up area for their bus ride home. Each Center will rely on written communication for student dismissal methods. Parents or their designee (signature on file) may pick up students at the end of the after school/summers hours. Parents must designate in writing who is authorized to pick-up their child and all students will be required to sign-in to all ACE activities and services. If a parent requests a change in the regular student pick-up procedures, district safety protocols will be followed to ensure adequate communication between the ACE Site Coordinator, student, and parent. No student will be permitted to walk home. All Centers will provide programming before the regular school day begins, which will assist parents who need to drop off their children early. During the Summer Program all Centers will provide transportation from home in the morning to the Center and back home each day that the summer program is in operation.

LISD will ensure that all students are safe while attending Center activities and traveling to and from the Centers.

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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 ACE Program will use multiple media tools to communicate with students, teachers, parents and the community as outlined in the Logic Model. The ACE staff and all key partners will be devoted to the outreach and marketing efforts to ensure local residents are fully aware of community learning centers' education opportunities, locations, schedules and campus contacts. ACE staff will work closely with administrators at each campus, key partners, local community and other youth-serving entities to disseminate program information and implement an extensive marketing/community outreach initiative which will include: 1) district websites, monthly e-newsletters, and social media pages (Facebook, Twitter); 2) creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community; 3) distributing flyers and posting of large informational signs throughout local neighborhoods and communities; 4) public service announcements and press releases; 5) campus marquee and posting of information in local newspapers; 6) announcements and presentations at new student/parent orientation, monthly/quarterly, and parent meetings and through the School Messenger phone system. To ensure that all outreach efforts are understandable, accessible, and transparent, marketing information will be available in both English and Spanish. This extensive outreach campaign will commence immediately upon award of the grant project. Site Coordinators will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTO meetings, Parent meetings, Back to School Nights, student assemblies, in-school announcements and all staff meetings. The Project Director will give quarterly reports to the Superintendent and Board of Trustees detailing program progress.

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.

Ten LISD campuses will be utilized to establish the ten proposed Centers. The campuses are public school facilities equipped to meet all accessibility requirements for children and community with special needs. These campuses will house the operation of the ACE Program both during the school year and the summer and ACE will utilize existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost to the ACE Program. LISD business office has estimated that there will be over \$1,000,000 in in-kind donations to the ACE program through building use, utilities, janitorial, supplies, and other ISD equipment such as computers copiers, etc. LISD will leverage resources by each campus earmarking \$1,000 in Title 1 Part A federal funds toward parent involvement activities in the ACE Program and state compensatory funds will also be utilized for staff development for ACE staff training as needed. LISD will provide nutritional snacks based on USDA guidelines every day the program is operational. The Summer Feeding Program offered through TDA will assist with lunches to all who attend the summer program. The ACE Program will integrate with TEA initiatives such as the ADSY summer program to provide funding to prevent "summer slide" for students who lose achievement gains during the summer made in the previous school year. The ACE program is intended to serve students who are determined to have the most pressing needs be served first; therefore, the ADSY program will provide services to students who are not served by the ACE Program but need additional instruction that can create a gap in skills for up to three grade levels for low income students. Both short and long-term goals for student achievement can be addressed by both ACE and ADSY. Both programs can have profound effects on students' retention of skills during the summer, especially for students from low-income backgrounds.

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9. Statutory/Program Requirements (Cont.)

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

LISD and its partners are committed to sustaining the ACE Program and are included in the Logic Model. First, every member of the CAB has signed a letter of support affirming they will work to sustain the ACE program after the grant ends. Second, the district leadership and partners have already begun to discuss how the ACE Program can be sustained after funding ends and will include this topic on meeting agendas. The Project Director will create an asset and resource gap analysis at the district and center level by making an inventory of what resources the grant has provided and how local funds and partners can expand the ACE capacity. The grant resources will assist the program in local sustainability efforts through materials and supplies, staffing, continuous quality improvement models, community partnership, and TEA's professional development trainings. Each resource will provide a jumpstart in ACE programming and will be used as a model as the foundation upon which a sustainable program will be built. The CAB will meet quarterly to review the sustainability plan for feedback and modification. Community partners will understand that they are an important part of the sustainability plan through their signed MOU and have agreed to provide outreach strategies to recruit more partners during the grant period to increase resources that can be accessed. After the grant ends the CAB has already looked at a fee-based program and if this happens, partners are already looking for scholarship awards for students who cannot afford the fees. In addition, ACE staff will review program data and determine ACE activities that are most sustainable and can be earmarked in the campus budgets. Family engagement will be a priority and training parents to become qualified volunteers will begin early in the grant timeline so that parents will be meaningful partners and assist in the sustainability of the ACE program.

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)

The Logic Model has outlined there is a need for support of volunteers of all ages to engage student participants in ongoing learning and enrichment activities and incorporate them in a peer education volunteer model. This Action Plan model includes the establishment of a Parent University which will include trained and qualified people to be effective volunteers in after-school and summer activities with both students and parents. Research indicates that volunteers are proving to be effective tutors and mentors and that individuals demonstrate key factors needed to make a difference in the lives of students including patience, taking the time to listen to children, and the capacity to be responsible and show up to events consistently (United Way, 2018). The ACE Program will train qualified individuals to be effective volunteers after the ACE Site Coordinator matches interests and abilities with available volunteers for after school and summer activities. LISD and partners will recruit volunteers from a wide range of organizations such as Senior Citizen Centers, Community Clubs, Retired Teachers and local churches. Volunteers will be trained in evidenced-based, after school support strategies such as 1) student tutoring/homework assistance; 2) storytelling and reading support; 3) student writing projects; 4) arts and recreational activities; 5) coordination of enrichment activities, family engagement events; 6) STEM Summer Learning Institute. Volunteers may serve as chaperones during field trips and may assist the Site Coordinator in the transition of students from school to the ACE Program during after school hours. All volunteers will complete an application and must pass a criminal background check prior to working with students.

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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.

Goal 1: 36% of the students on 10 high-need campuses will attend the ACE program as documented by the TX21st Attendance System from August 2021 through July 2022. Activity: Outreach to students and parents will take place through community-based organizations and community networks. Recruitment of students will be done as regular classroom teachers refer students after assessing their grades and test scores in the core subject areas. The main recruitment tool will be to offer project-based classes that are highly interesting to students and to hire staff with which the students easily build relationships. A kick-off event at each campus will showcase exciting, project-based learning activities that will be offered as well as emphasizing that the overall climate of the after-school program will be educational, engaging, supportive and respectful.

Goal 2: 70% of ACE students will attend the program for 60-89 days for a minimum of 120 minutes a day during the fall and spring and a minimum of 240 minutes per day during the summer program as documented by the Tx21st Attendance System from August 2021 through July 2022. Activity: Once students are recruited to the program, a plan for sustaining participation will include surveying students to ask for a list of activities that would make students "most likely" to attend the program on a sustained basis. Using that information, centers will sustain participation throughout the year by 1) providing a safe haven and instructional staff that are familiar to the students that provide a sense of security; 2) provide exciting and engaging activities to allow for student choice; thereby, sustaining student attendance; 3) offer enrichment activities correlated to the TEKS to strengthen critical thinking and problem solving skills; 4) students will participate physical fitness activities and fine arts where all students may participate; 5) project-based classes with real-world connections which will enable students to use multiple skills; 6) technology will be used for research skills as well as to increase students' communication skills.

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

The CAB used research data and evidence-based practices to design a transformative ACE program that will address our students' needs and directly address and impact the ACE measures of effectiveness as detailed in each Center's Logic Model: 1) growth in state assessments; 2) improved progress for K-2nd; 3) increase in school day attendance; 4) improved behavior; 5) increased student engagement in learning. All proposed centers are our lowest performing schools including six Targeted Improvement Campuses where over 65% of ACE students attend. Screening data show that 67% of Kindergarten through 2nd grade students are already at least one grade level behind in reading and 63% in math. 2019 STAAR scores point to the fact that students in 3-5th grades scored below the state average in both reading and math and that African American students scored lower than White and Hispanic LISD students. To eliminate this educational inequity, our ACE Program will provide daily activities for at-risk students (percent exceeds the state average) such as STAAR tutorials, math and reading intervention, and homework help. The ACE staff will collaborate with the regular school day teachers to align ACE lessons with school day content and ensure they are TEKS-aligned. All activities will feature best practices, including differentiated instruction, hands-on curriculum, project-based learning and small group sessions for targeted interventions to increase academic achievement. A common reason for school day absences is incomplete homework and feeling unwell (Garcia, 2017). To support these needs, daily homework help will be available as well as a nutritious snack. ACE will align the behavior model to the district's restorative justice model, target students who have a record of discipline problems, and empower students to reset their behavior. Strategic tutoring will improve student achievement and increase students' engagement in learning by targeting students who are failing or at risk of failing and provide content-specific tutorials during the school year and five weeks of intensive academic remediation during the summer. All ACE students' progress will be monitored and shared with regular day teachers on a weekly basis.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	ACE Project Director; 10 ACE Site Coordinators, Family Engagement Specialist	620,000
2.	Prof & Support Extra Duty teachers /aides for after school and summer program	546,027
3.	Benefits	59,030
4.		
5.		

Professional and Contracted Services

6.	Contract for Enrichment Activities	40000
7.	Curriculum for hands-on activities and character education development	4,000
8.	External Evaluator (\$30,000 reported in direct administrative costs below)	
9.		
10.		

Supplies and Materials

11.	Consumable materials, supplies for enrichment program	50,000
12.		
13.		
14.		

Other Operating Costs

15.	Transportation, field trips, required travel	136,000
16.		
17.		

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 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"/>	<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: 003903

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	003903120	Anderson Elementary School 381 Champion Dr. Lufkin, TX 75901 936-632-5527	0	3-5	100	40
2	003903121	Brandon Elementary School 1612 Sayers St. Lufkin, TX 76904 936-632-5513	0	3-5	150	60
3	003903122	Brookhollow Elementary School 1009 Live Oak Lane Lufkin, TX 75904 936-634-8415	0	3-5	125	50
4	003903123	Coston Elementary School 707 Trenton Street Lufkin, TX 75904 936-639-3118	0	3-5	100	40
5	003903124	Dunbar Primary School 1807 Martin Luther King Jr. Blvd. Lufkin, TX 75904 936-630-4500	0	K-2	120	50
6	003903127	Herty Primary School 2804 Paul Avenue Lufkin, Tx 75901 936-639-2241	0	K-2	100	30
7	003903128	Kurth Primary School 512 York Drive Lufkin, TX 75901 936-639-3279	0	K-2	100	50
8	003903129	Slack Elementary School 1305 Fuller Springs Drive Lufkin, Tx 75901 936-639-2279	0	3-5	150	60
9	003903130	Trout Primary School 1014 Allendale Drive Lufkin, TX 75904 936-639-3274	0	K-2	100	40
10	003903131	Burley Primary School 502 Joyce Lane Lufkin, Tx 75901 936-639-3100	0	K-2	150	65

Texas ACE Center Operations Schedule (one per center)					Program Year 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	003903120	Anderson Elementary School 381 Champion Dr. Lufkin, TX 75901			3-5	100	40					
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		04/29/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Friday	6:30	7:30			6:30	7:30						
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				24 Hours			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.										
Parent/Legal Guardian Activities		GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses										

Texas ACE					Program Year							
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	003903121	Brandon Elementary School 1612 Sayers St. Lufkin, TX 76904			3-5	150	60					
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		04/29/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Friday	6:30	7:30			6:30	7:30						
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				24 Hours			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.										
Parent/Legal Guardian Activities		GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses.										

Texas ACE							Program Year					
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 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	00309122	Brookhollow Elementary School 1009 Live Oak Lane Lufkin, TX 75904					3-5	125	50			
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		08/30/2021			12/17/2021			15				
Spring Term		01/10/2022			04/28/2022			15				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks:								35				
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Friday	6:30	7:30			6:30	7:30						
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				24 Hours			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.										
Parent/Legal Guardian Activities		GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses.										

Texas ACE							Program Year						
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 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	003903123	Coston Elementary School 707 Trenton Street Lufkin, TX 75904					3-5	100	40				
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		08/30/2021			12/17/2021			15					
Spring Term		01/10/2022			04/29/2022			15					
Summer Term		06/06/2022			07/07/2022			5					
Total number of weeks:								35					
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00	
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00	
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00	
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00	
Friday	6:30	7:30			6:30	7:30							
Saturday													
Sunday													
Total Hours Per Week:	15 Hours				15 Hours				24 Hours				
Adjunct Sites, if applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.											
Parent/Legal Guardian Activities		GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses.											

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 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	0039-3124	Dunbar Primary School 1807 Martin Luther King Jr. Blvd. Lufkin, TX 75904				K-2	120	50				
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		04/29/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Friday	6:30	7:30			6:30	7:30						
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				24 Hours			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.										
Parent/Legal Guardian Activities		GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses.										

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 #	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	003903127	Herty Primary School 2804 Paul Avenue Lufkin, Tx 75901				K-2	100	40				
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		04/29/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Friday	6:30	7:30			6:30	7:30						
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				24 Hours			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.										
Parent/Legal Guardian Activities		GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses.										

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 #	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	003903128	Kurth Primary School 512 York Drive Lufkin, TX 75901	K-2	100	40							
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		08/30/2021	12/17/2021	15								
Spring Term		01/10/2022	04/29/2022	15								
Summer Term		06/06/2022	07/07/2022	5								
Total number of weeks:				35								
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Friday	6:30	7:30			6:30	7:30						
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				24 Hours			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.											
Parent/Legal Guardian Activities	GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses.											

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 #	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	003903129	Slack Elementary School 1305 Fuller Springs Drive Lufkin, Tx 75901			3-5	150	60					
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		04/29/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Friday	6:30	7:30			6:30	7:30						
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				24 Hours			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.										
Parent/Legal Guardian Activities		GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses.										

Texas ACE					Program Year							
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 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	003903130	Trout Primary School 1014 Allendale Drive Lufkin, TX 75904			K-2	100	40					
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		04/29/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Friday	6:30	7:30			6:30	7:30						
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				24 Hours			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.										
Parent/Legal Guardian Activities		GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses.										

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 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	003903131	Burley Primary School 502 Joyce Lane Lufkin, Tx 75901			K-2	150	60					
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		08/30/2021		12/17/2021		15						
Spring Term		01/10/2022		04/29/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
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	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Tuesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Wednesday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Thursday	6:30	7:30	3:00	5:30	6:30	7:30	3:00	5:30	8:00			2:00
Friday	6:30	7:30			6:30	7:30						
Saturday												
Sunday												
Total Hours Per Week:	15 Hours				15 Hours				24 Hours			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be provided if there is a need; each semester there will be an educational field trip that will be an integral part of the enrichment program that will provide students with first hand experiences related to the topic/concept studied.										
Parent/Legal Guardian Activities		GED program; English Language Program; workforce skills; life skills classes that include career-oriented training to family members; Parent University programs that include parenting classes, Homework Help, Supporting Your Child's Literacy, Computer skills, Connecting With Other Parents, Hands-on Health and Nutrition classes, Financial Literacy Courses.										



Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2022 between **City of Lufkin Parks and Recreation** and **Lufkin ISD**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Texas 21st Century Community Learning Centers Grant Program.

Lufkin ISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and **City of Lufkin Parks and Recreation** will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

Lufkin ISD and the 21st CCLC Staff agree to:

- Provide classroom space for the activities to take place at scheduled times
- Allow City of Lufkin Parks and Recreation staff to participate in ACE staff development and training if appropriate

City of Lufkin Parks and Recreation and agrees to:

Provide ACE students with age appropriate enrichment activities at each Center one time a week such as:

- Gymnastics
- Dance
- Twirling
- SAK Karate
- Zumba Fitness (may also include parents of ACE students)
- Dance Fitness (may also include parents of ACE students)
- Art Deco
- Dog Obedience Training
- Cooking/Baking Classes (may also include parents of ACE students)
- Spanish class (may also include parents of ACE students)
- Sign Language (may also include parents of ACE students)
- Fine Arts Lessons
- Gardening

Budget Included in 21st CCLC Grant:

Personnel	\$ 18,000
Supplies	\$ 2,000
Administrative	\$ 0
Total	\$ 20,000

This agreement can be voided by either party with a 30-day written agreement.

As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.

Date

1/12/2021

Date

1/12/2021



Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2022 between **Legacy Institute** and **Lufkin ISD**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Texas 21st Century Community Learning Centers Grant Program.

Lufkin ISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and **Legacy Institute** will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

Lufkin ISD and the 21st CCLC Staff agree to:

- Provide classroom space for the Legacy activities to take place at scheduled times
- Allow Legacy staff to participate in ACE staff development and training if appropriate

Legacy Institute agrees to:

- Provide ACE students with age appropriate enrichment activities at each Center one time a week such as:
- Provide opportunities for students at each of the 10 Centers to participate in STEM experiences
- Provide classroom experiences for students that foster critical thinking, logic, reasoning and strategic problem solving
- Students will participate in the Youth Banking Program that will provide real-world banking experiences
- Provide classes for parents of ACE students focused on financial literacy, preparing their students for college, and college savings accounts
- Provide opportunities for parents of ACE students to participate in the LIFE Tech program that will provide parents the opportunity to refurbish and repair computers, earn an industry recognized certification, and begin a career in IT
- Provide mentoring for students

Budget Included in 21st CCLC Grant:

Personnel	\$ 15,000
Supplies	\$ 5,000
Administrative	\$ 0
Total	\$ 20,000

This agreement can be voided by either party with a 30-day written agreement.

As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.


Joseph Ceasar, CEO, Legacy Institute

1/11/2021
Date


Project Director, Texas ACE Lufkin ISD

1/11/2021
Date