



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): N/A

1. Applicant Information

Name of organization Longview Independent School District
Campus name N/A CDN 092903 Vendor ID 756001977 ESC 07 UEI FLWSEM6E7E
Address 1301 East Young Street City Longview ZIP 75606 Phone 903-381-2200
Primary Contact Loretta Thompson Martin Email lthompsonmartin@lisd.org Phone 903-381-2327
Secondary Contact Dr. James E. Wilcox Email jewilcox@lisd.org Phone 903-381-2200

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):

- [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 Dr. James E. Wilcox Title Super. Email jewilcox@lisd.org

Phone 903-381-2200 Signature [Signature] Date 1/20/23

Grant Writer Name Loretta Thompson Signature [Signature] Date 1/20/2023

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

For TEA Use Only: Adjustments on this page have been confirmed with [ ] by [ ] of TEA by phone / fax / email on [ ]

**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.

Longview ISD (LISD), which has a student enrollment of 8,236, is applying for the 21st CCLC grant to establish learning centers at 10 campuses (plus 1 feeder school) that have students who are at-risk for academic failure, dropping out of school, require social/emotional support, involved in criminal or delinquent activities, or who lack strong positive role models. These centers will offer programs designed to help students meet standards in core academic subjects and offer enrichment activities that complement the regular academic program. MULTIPLE DATA SOURCES including the 21-22 Texas Academic Performance Report (TAPR), 2022 Results Driven Accountability Report (RDA), Bureau of Labor Statistics, United States Census, and the LISD Comprehensive Plan were used to complete the Grant-Level Strategic Plan. These reports were used to analyze student data such as State of Texas Assessments of Academic Readiness (STAAR) results, absenteeism rates, students at-risk and Economically Disadvantaged (ED) percentage, and campus enrollment numbers. LISD also reviewed data from the US Census for community statistics, community members with a bachelor's degree, median household income, and poverty rates. When conducting the needs assessment, the district met with stakeholders to identify gaps in academic learning, family engagement, and social/emotional health. This informed the district on the targeted participation numbers for students and adult family members.

Utilizing the information from TAPR and RDA, the district gathered baseline data demonstrating the NEED for an AFTER-SCHOOL/SUMMER PROGRAM to close the gap for subpopulations and elementary students. Elementary schools had 43% of their students fail to meet grade-level or above in Reading vs. 53% for state. The subpopulations that indicate a need for the program include: At-risk 54.6% vs. State-53.5%; ED 85.2% vs. State 60.7%; higher absenteeism rate 2020-2021 at 5.4% vs. 2019-2020 at 4.1; SAT/ACT tests 30.5% vs. State 32.9%; Emergent Bilinguals (EB) STAAR - Math 60 vs. State 64, Reading 60 vs. State 69.5, EOC ENG I 57.1 vs. State 60, and EOC ENG II 40.5 vs. State 60; Special Education (SPED) STAAR - Math 54.2 vs. State 70, Reading 51.7 vs. State 70, Science 49.2 vs. State 65, Social Studies 42.6 vs. State 65, and EOC ENG I/II 39.3 vs. State 60.

Community statistics that demonstrate a need include a poverty rate that is greater than the State average (City 18.6% vs. State 14.2%), percent of individuals 18 years old and older who have not obtained any education past high school (City 42.2% vs. State 31.5%); and an unemployment rate that is greater than the State (City 4.8% vs. State 4.0%). Based on community, PNP, campus, and district needs assessments, the district proposes to provide 155 days of 21st CCLC programming during the Fall/Spring semesters and 25 days of 21st CCLC programming in the summer. As part of the program, LISD will offer 1) High-Intensity Tutoring (HIT) to close the learning gap; 2) SAT/ACT prep courses and Homework Assistance to improve academic outcomes; 3) Enrichment Activities (i.e. sports, swimming, robotics, arts, colleges tours, etc.); 4) Work with local businesses to increase student knowledge and real-world work skills in in-demand occupations (address ED/at-risk rates); 5) Provide industry-recognized certification programs, job placement, job training, financial literacy classes, and child care services to address unemployment and poverty rates.

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

## 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.

To address the needs described above, the following PERFORMANCE MEASURES were established. To improve academics: 1) 5% of 3rd-8th students (including EB/SPED) will show a growth in RLA STAAR, & 2) 5% of 3rd-8th students (including EB/SPED) will show a growth in math STAAR. To improve student engagement: 1) 75% of the campuses will have an increase in attendance to align to attendance rates prior to COVID outbreak, 2) 50% of the campuses will implement a blended learning initiative to increase student engagement in learning, 3) 5% increase of community partnerships will be targeted for family engagement, & 4) 10% increase in family engagement activities offered per campus. BENCHMARKS: A Steering Committee of stakeholders will be formed. The projected calendar includes: July 2023: 1) Hire staff to fill required roles & identify support staff/volunteers to maintain the 15:1 student to staff ratio. 2) Create & implement a recruitment plan. 3) Recruit stakeholders for Steering Committee. 4) Develop a logic model at sites based on relevant data. 5) Create Professional Learning Community (PLCs) schedules to meet regularly with campus administrators, teachers, & Afterschool Center on Education (ACE) staff. 6) Create a schedule & recruit highly-qualified teachers to serve as HIT instructors. October 2023: 1) Formalize partnerships in the community to provide targeted activities to increase family engagement & social/emotional health. 2) Conduct surveys to receive feedback from staff, administrators, teachers, students, parents, & partners on program activities offered. 3) Host monthly workshops to increase family engagement. 4) Meet with stakeholders to identify areas of improvement. January 2024: 1) Review benchmark test results to identify areas of improvement/weaknesses & ensure the academic/enrichment activities strategically align with the regular day curriculum. 2) Administer surveys to stakeholders to receive feedback on programming to address on-going needs. 3) Meet with stakeholders to review activities offered & determine if new activities are needed to maintain attendance rates. 4) Host family engagement meetings to discuss program, enrichment/academic activities, & resources available for preparation of state assessments & academic achievement. April 2024: 1) Meet with stakeholders to review STAAR & EOC test results to identify areas of improvement & focus on targeted interventions. 2) Hold PLCs to review student data to begin summer program modeling & implementation. On-Going: 1) Collect grant & center-level data to generate required TEA evaluation & monitoring reporting. ALIGNING TO SCHOOL DAY: Coordinators will work with administrators & teachers on TEKS alignment & closing the gap interventions. Teachers and college/high school students will be recruited to serve as tutors. Teachers will be able to extend daily academic lessons to close the gap by increasing academic rigor, providing small group instruction, HIT tutoring, project-based learning, homework assistance, & strategic enrichment activities that are aligned with the school day. The Director will conduct frequent visits to centers to evaluate the alignment of activities to the program's goals & meet with administrators & teachers to discuss findings & determine if modifications to the activities are needed. The Director and Coordinators will work with the campus administrators & teachers to determine if programs are demonstrating growth in the areas stated in the needs assessment & improvement plans. RECRUITING AND RETAINING STUDENTS: Strategies to ensure LISD can recruit & retain students include: Recruiting students in pairs or groups; Distributing flyers/posters advertising the program to students & parents; Offering post-secondary and workforce opportunities (students and parents); Engaging parents through family engagement workshops; & providing programmatic responses to barriers such as language & transportation. LISD will administer surveys every six weeks to receive feedback on the program, determine student academic deficiencies, and understand what new activities parents want & are needed based on the needs assessment. Administrators and staff will review the survey feedback to ensure activities are tailored to students'/parents' interests, academic need, & TEKS aligned; thereby increasing engagement & retention. MONITORING PROGRAM IMPLEMENTATION: Staff will be recruited/hired based on experience with after-school programs and expertise in the school field. The Steering Committee will work with campus administrators & stakeholders to monitor program implementation & provide oversight.

### For TEA Use Only:

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



## 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.

**HOW EVALUATION DATA WILL BE USED TO MODIFY PROGRAM:** The district will evaluate grant and center-level data utilizing resources such as surveys, external evaluator data reports, sign-in sheets, simulated assessments, STAAR results, online resources, attendance, ACE lesson plans, intervention strategies, and PEIMS-related data. Key stakeholders of the group, such as the Project Director, Site Coordinators, Program Specialist, students, parents, and community members will have access to review data (non-student sensitive) monthly. Based on their review, stakeholders, campus administrators, and teachers, can determine if the program needs to be modified. If it is determined that the quarterly benchmarks and SMART goals will not be met, the ACE program will be modified.

**IF BENCHMARKS OR SUMMATIVE GOALS DO NOT SHOW PROGRESS:** If the quarterly benchmarks and SMART goals are not being met or are feasible, the stakeholders will reach out to the TEA-assigned specialist and/or other schools operating a 21st CCLC program to receive best practices on how to address the identified issues. If modifications must be made, the district will send out letters and/or TEA-provided surveys to the key stakeholders to notify them of the district's intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

**STATE ACTIVITIES WILL BE USED FOR CONTINUOUS IMPROVEMENT:** LISD will implement the required state activities. These activities include: 1) Utilization of the Data Collection and Reporting System (Texas 21st CCLC Student Tracking system (TX21st)). 2) Participation in the State and Local Evaluation. 3) Program Monitoring and Risk Assessment will be conducted annually. 4) Meetings will be held with the assigned Technical Assistance Provider. and 5) Participation in TEA-provided Training Resources such as the Out of School Time Initiatives Conference, Texas ACE Blueprint, etc.

## 7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

### For TEA Use Only:

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

**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.

DESCRIBE PROPOSED ACTIVITIES: Below you will find a description of the partners that will be offering activities, a description of the activity, and what component of the ACE program the activity is targeting.

**ACADEMIC SUPPORT**

- LISD-provides students many avenues to improve academically, to include homework assistance, regular tutoring, HIT tutoring, access to online resources, robotics & STEAM programming, and access to computer labs.
- Local Technical, Colleges, and Universities-provide Middle and High School students with opportunities to tour local colleges. In addition, students will have the ability to earn job-related certifications during the after-school program.
- LISD-provides field trips/investigations to local museums, art exhibits, & businesses. Students will have the opportunity to expand their knowledge of history/culture, explore career pathways, how their academic pursuits align to the business world, & participate in the International Baccalaureate (IB) Program offered district-wide.

**STUDENT INTEREST-BASED ENRICHMENT**

- LISD-provides activities that include but are not limited to horticulture, nutrition, dance, karate, birding & beekeeping, cheerleading, basketball, football, tumbling, & gymnastics.
- City of Longview (CoL)-focuses on student interest-based enrichment activities such as Karate, Junior Fishing Tournaments, Dungeons/Dragons Camp, & Parkour (artistic-gymnastic maneuvers) for kids.
- Longview Police Department (LPD)-The Teen Police Academy program will allow students to participate in day-to-day trainings & learn about the mission & purpose of the department's organization, the academic & physical eligibility requirements to enter a police academy, & day-to-day activities of a police officer such as report writing & communication skills under the supervision of a certified law enforcement official.
- Parks and Recreation Aquatics-provides lifeguard training & swimming lessons that will allow families to learn how to survive in the water with basic swimming lessons. Families will be encouraged to participate together. The program will help reduce the number of accidental deaths the community has had in the surrounding 24 lakes.

**FAMILY ENGAGEMENT**

- CoL-focuses on the community, family engagement, & creative positive relationships between families & the CoL. Parents/ students can become involved in their community through Mommy/Daddy & Me tree/flower planting projects, keeping the city clean, & athletic programs. In addition, parents will be able to take part in karate, country/western dance, & dog obedience classes. Students who participate in positive activities with parents are likely to succeed & have improved self-esteem & mental health.
- LPD-The Women's Safety Training program will allow community members, including students & parents, to participate in safety training & learn how to remain safe in the community. The DARE program will allow families & students to hear presentations on how to stay out of trouble, when to report information to LPD, & how to follow school rules. Presentations will reinforce the DARE concept & provide recreational activities for students.
- Workforce Solutions of East Texas-helps families & students prepare for the workforce by learning how to prepare resumes, letters of intent, & mock job interviews; thus providing access to economic resources and human services. The program may also include referrals to industry-recognized certification programs, job placement, job training, childcare assistance, financial literacy, etc. Families and students can also apply for internships & learn how to manage benefits.
- Local Banks-provides financial literacy & assist families with management skills on financial planning, account balancing, & retirement guidance.
- LISD-provides Literacy Classes that will help families attain the ability to enhance their academic skills to mentor & support their own child(ren). Provide homework training so parents can assist & support them academically.

**IMPROVE STUDENT SUCCESS/ACADEMIC ACHIEVEMENT:** Activities will encourage families & students to be instrumental in the student's overall academic success. The activities focus on family engagement, social/emotional health, closing learning gaps, connecting academics to the real world, & increasing academic standards. LISD will provide intensive tutoring to close the learning gap, by aligning tutoring lesson plans to the TEKS & the daily academic lessons. Enrichment activities will improve student/family engagement & academic outcomes. Students/families will learn how the resources offered by the community can help reduce poverty & increase graduation, job retention, & family engagement.

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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.

LISD used research and evidence-based practices to identify what activities should be offered as part of the 21st CCLC Program. Below is a list of the research studies that were used:  
1) Academic Performance –Provide intensive differentiated small group and one-to-one tutoring for all students, specifically at-risk student populations: special education students, EB students, Limited English Proficient LEP students. Nickow, Oreopoulos, and Quan (2020) completed a meta-analysis of ten years of research on tutoring and found that this is probably the most effective, transformative tool in education today. High quality materials will be purchased on the advice of the Steering Committee. Scientifically based, research-based resources will be utilized during after-school and tutoring programs to provide additional support to at-risk student populations, including special education, Emergent Bilingual, Limited English Proficient students; and will be evaluated for effectiveness.  
2) Partners in Prevention - A mentoring program will be provided to promote an increase in attendance and decreased disciplinary referrals. The mentoring program will allow students to learn how to goal set and understand how life skills correlate with academics with the intention of improving their self-esteem. Miranda-Diaz, Clark-Shim, Keller, and Spencer (2020) identified characteristics of strong volunteers. They found that ethno-cultural empathy and altruism promote more positive relationships. Every effort will be made to identify volunteers with these characteristics, so that mentoring can be the result of volunteering. Findings also indicates, “students who have a mentor are more likely to stay in school, attend college, volunteer, hold positions of leadership and become mentors themselves.” (Source: Amelia Harper, March 2018)  
3) Post-secondary Preparation – Tour visits will be offered, which are proven to increase a desire to earn a certification during high school, enroll in dual courses, take college entrance assessments, and a higher likelihood to enroll in advanced math and science/social science courses in 9th grade. Swanson, Kopotic, Zamarro, & Gema (2021) found that high school students who visited higher education institutions were more likely to enroll in advanced classes, thereby preparing for post-secondary education.

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.

Longview ISD is a large school zone comprised of approximately 225 square miles of geographically diverse land area. Students who live beyond walking distance from campus are either dropped off/picked up or ride a district funded school bus. Students from the feeder school and partnering PNPs will be picked up on a school bus and transported to their designated center. The seven elementary campuses will have a community learning center located at the students’ home campus; therefore, transportation to 21st CCLC will not be an issue. Students in elementary grades will be excused five minutes before the end of the school day and will be escorted by a 21st CCLC staff to the 21st CCLC meeting location at the end of the school day. The volunteers picking up the students will be enthusiastic, positive, and inviting so that other children will want to join.  
Students at Longview High School, Forest Park Magnet School, and Judson Academy will be expected to report to the designated meeting location to check-in each day. For Foster Middle School, which will feed into Hudson PEP Elementary School, students will be dismissed five minutes early to board a bus which will transport them to the neighboring campus. At each center, the Site Coordinator will be responsible for signing the students in by using the My Texas ACE online registration and attendance tracking platform. At the conclusion of after-school programming, children will either be picked up or have the option of riding the bus. To help ensure that students travel safely, each participant attending the 21st CCLC program will need to have a parent or guardian complete and sign a 21st CCLC Student Participation Form. This form will list the names and relationship of individuals who will be authorized to pick up a student. Only those persons who have been designated as authorized pick-ups by the parent/guardian of record will be permitted to take the child. As per district policy, parents, guardians, or other persons age 16 and over will need to show picture identification each time they pick up the child. Information about custody arrangements and issues related to non-custodial parents will also be noted in the student’s file for access by authorized site staff. Students who ride the bus will be signed out as they leave the after-school site and board the bus by a 21st CCLC staff member.

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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.

LISD notified the community of its intent to apply for funding at the January 9, 2023, school board meeting, in a posting in "The Voice," a district newspaper distributed to parents & community, & postings on the school marquee & website (English/Spanish). If awarded, the following information outlets will be used to disseminate information:

- Local media—A press release will be sent to local digital & print media. Links to resulting coverage will be posted on LISD's webpage & social media pages & communicated on the district's Spanish radio show.
- School Board Presentations—An initial presentation will be made to the School Board at the next available meeting after receiving notice of the grant award. Subsequent presentations will be made to keep the board & the community members apprised on the program progress & outcomes.
- Local Organization Presentations—The Project Director & Program Specialist will make a presentation to the City Council, Chamber of Commerce, Fire Department, & Police Department within three months of the grant being awarded & subsequent presentations as needed.
- District Level Presentations/Information—The Project Director, Program Specialist, & other members of the 21st CCLC staff will attend campus/district level meetings, such as Title I workshops, Meet-the-Teacher nights & Open House to make presentations & provide information about the program. Bilingual handouts will be available & a translator will be available upon request.
- 21st CCLC Web Page/Social Media—The Program Specialist will create a webpage devoted to the Community Learning Centers. Site Coordinators will have access to his/her site page to share pertinent information as needed. 21st CCLC staff will also share news of the grant on Social Media as well as on the LISD website.
- Newsletters/Flyers Printed and Digital—Program information will be distributed to parents/students, community members, & other stakeholders via print/postings on the 21st CCLC webpage.

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)

**PLAN TO USE VOLUNTEERS:** LISD will establish partnerships with organizations throughout the community, which will provide a strong network of qualified volunteers that will take on a wide range of activities. \*The Longview Police Department will provide volunteers to offer guest speaking events designed to combat issues with truancy, drugs, alcohol, & behavior. \*LeTourneau University will identify student volunteers who will provide tutorial/homework assistance. \*Local churches will provide volunteers who will host sewing, art & other activities in which they have an interest. \*Workforce Solutions of East Texas will offer information sessions for students, parents, & community members on labor market information, mock interviews, job searches, resume building sessions, & more. \*The City of Longview will offer workshops on emergency preparedness. The City of Longview is exposed to many hazards including floods, tornadoes, & severe storms; therefore, these workshops will be instrumental in informing families & students what to do in case of an emergency. \*The Department of Health and Human Services will utilize existing programs to provide emotional support, mentoring, & tutoring; offer unpaid internships & practicum opportunities to students; equip adults & high school seniors to join the workforce & achieve economic stability; & to help people learn to manage their benefits, including food, cash, & medical assistance. **POLICY FOR SCREENING:** LISD policy requires every volunteer to undergo a background check & fingerprinting process before being allowed to volunteer on a site or school-sponsored function. Background checks require a valid driver's license or government issued ID. Volunteers must also visit the HR/CR offices to complete a volunteer application one week before volunteering. Applications will be valid for the current school year only; volunteers must renew their status at the start of each school year. All volunteers will undergo program orientation & training in policies, procedures, classroom management & safety. Screened volunteers will be provided with training before interacting with students to ensure the students are managed properly & safely.

**For TEA Use Only:**

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



**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.

**EFFECTIVE USE OF RESOURCES:** LISD’s commitment to the 21st CCLC program extends beyond the resources acquired with grant funds to include a broader range of human, financial, infrastructure, facility, & volunteer resources. LISD will integrate the program with other TEA/local initiatives designed to increase student academic outcomes. This will include coordinating programs activities, strategies, & materials with an array of district, community, state/federal resources to maximize delivery of program services. Due to a high percentage of ED students, LISD receives both Title I & State Compensatory Education funds. In the past, these funds have been spent paying teachers for after-school tutorials & purchasing software. Each of these activities is designed to address the needs of students who struggle academically. Furthermore, Strengthening Career & Technical Education (CTE) for the 21st Century Act (Perkins V) grant funds have been utilized to support initiative to ensure students are career ready, to include staff trainings for CTE teachers & materials for testing and certifications. Since this mirrors many of the goals & activities of the 21st CCLC grant proposal, the Director will make every effort to build upon each existing program & increase the total number of students who are to be served. Finally, LISD will utilize existing resources: maintenance & custodial personnel, facilities (i.e., gymnasiums, classrooms, cafeteria, etc.), software (i.e., Study Island, BookNook, Read 180, Zearn, Eureka Math, etc.), & coordinate with other district/campus programs. LISD will invite the 21st CCLC staff to participate in professional development opportunities throughout the school year as a collaborative effort to better serve the participating students & their families.

**COORDINATION FEDERAL/STATE/LOCAL PROGRAMS:** The campuses will coordinate multiple federal, state (e.g., Blended Learning, ADSY, and TCLAS Decision 6 and 11 current funds), & local funds to enhance & supplement the services provided to teachers, students, & parents. These grants & funding revenues, if coordinated with Title I, Part A (100% Title I school-wide program), & state compensatory funds, will ensure 21st CCLC Grant funds are maximized, & the program is cost-effective.

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.

**PLAN FOR CONTINUING PROGRAMMING AFTER FUNDING ENDS:** In addition to the established partnerships, which will provide the district with volunteers, guest speakers, and supplies that will assist in program sustainability, the district will utilize existing resources provided by other grants. LISD created a preliminary plan which will serve as the foundation for the sustainability of the 21st CCLC program at each center. For instance, LISD has begun after-school tutorials with the TCLAS Decision 11 Grant. Additionally, the High-Quality Instructional Materials (HQIM) and resources obtained through the TCLAS Decision 8 (ADSY) Grant will allow the district to support and access resources for the after-school tutorial implementation. LISD is a school-wide Title I, Part A district. The district will sustain after-school activities, after the 21st CCLC grant funds end, with other federal and state funds. The continuation of the program will allow students to continue to receive intensive targeted tutorials, mentoring, and participate in careers fairs, guest speaker presentations, and college tours. After graduating, existing students and their parents will be encouraged to return as volunteers.

**HOW RESOURCES PROVIDED WILL ASSIST WITH SUSTAINABILITY:** LISD will utilize 21st CCLC grant funds as seed money to purchase long-term equipment and materials, such as sports equipment (softballs, baseball bats, kickballs, basketballs, badminton rackets, and birdies, etc.), that can be utilized to provide fun physical activities after the funding ends. Other equipment purchased, such as gardening supplies (hoes, shovels, watering cans, and trowels), gaming equipment (game consoles and board games), and reading materials for book clubs, will be utilized to continue offering enrichment activities to students. By purchasing quality equipment, LISD can help ensure that the sports, gardening, gaming, and reading materials will be available after the funds have expired. LISD will continue to be instrumental in their partnerships with community businesses and organizations so volunteering for homework and tutorial assistance, mentoring, life skill programs will be sustainable after the grant funds ends. Students who are enrolled in the IB Diploma Program will continue to serve as tutors and mentors.

**For TEA Use Only:**

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



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

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

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

The proposed partnerships between LISD and three partner organizations, as well as how each partner will contribute to achieving the district's grant and center-level objectives, can be seen below.

- Partner 1 – Partners in Prevention. Longview ISD will partner with Partners in Prevention to offer a mentoring program to students. Partners in Prevention’s Aspire Mentoring Program started as a pilot program in 1996. Since that time, the program has grown and now provides children with caring adult mentors in the following school districts: Pine Tree, Spring Hill, Hallsville, and Kilgore. The Mentoring Program has received recognition over the years, including the Governor’s Volunteer Award for Forever Friends (Now called Aspire Mentoring Program); Texas Association of Partners in Education; and highlighted in the 100 Best Communities for Young People award to Longview in 2008 and 2011. Mentoring can help young people feel valued and face daily challenges through meaningful conversations and becoming involved in fun shared activities. Mentors can help young people celebrate their accomplishments and set high expectations for personal growth and success. With the challenges students and families face in today’s society, the focus needs to be concentrated on student’s social and emotional health, and by providing a mentoring program we are giving the student the ability to succeed academically. Objectives To Be Met: decrease discipline referrals, increase attendance, increase STAAR assessment scores, increase college and career readiness, increase dual enrollment, increase certifications, increase student mental health and self-esteem, and increase family engagement.
- Partner 2 – Longview Police Department. LISD will partner with the city’s police department to help build the relationships between families, students, and law enforcement. The police department will provide information on career placement opportunities, job readiness skills, and safety. Guest speakers will provide presentations on the merits of staying out of trouble, following school rules and regulations, and provide informative sessions on safety programs available to families in the area. Objectives To Be Met: Increase project-based learning, decrease discipline referrals (in-school suspension and expulsion), decrease student truancy, increase attentiveness in reporting crimes, increase CTE certifications, increase family engagement, increase student engagement, and provide students with a deeper respect for the law and instill the need to be part of a supportive community.
- Partner 3 – Workforce Solutions of East Texas. LISD will partner with Workforce Solutions to provide families & students with information on nutrition, managing benefits, job preparation, mock interviews, and resume building. Objectives To Be Met: Increase family engagement, increase student engagement, increase student academics, increase CTE certifications, increase college-ready graduates, increase attendance, and increase dual enrollment. Program sustainability: LISD understands it is challenging, if not impossible, to replace 100% of funds provided by state or federal grants. Therefore, LISD will continue with these partnerships even after the 21st CCLC grant funds end. LISD will concentrate on working out future school budgets to help aid families and students with the programs. LISD is also working with stakeholders to sustain the buy-in process and working with community and business supporters on establishing financial support to continue with programs established through this grant program. An example of sustained partnership is the local workforce, LISD will continue its partnership with the workforce to ensure students & families have the resources available to transition into the workforce.

**For TEA Use Only:**  
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.

MEASURES OF STUDENT SUCCESS WILL ALIGN WITH THE REGULAR ACADEMIC PROGRAM: 21st CCLC staff will meet regularly with campus administrators and teachers to ensure activities are integrated in the instructional school day curriculum and are aligned with campus and student needs, and the Campus Improvement Plans. During these meetings, data will be reviewed, and discussions will be had on changes needed to the program to address gaps not being addressed. In addition, the Site Coordinators will meet with teachers weekly to obtain an updated list of students who are struggling. This list will be compared to attendance data to create a student target list. It will then be the responsibility of the Site Coordinators to reach out to struggling students and their parents to ensure these students are regularly attending the program. In this manner, LISD can ensure the campuses meet the goals identified in this grant and students' educational outcomes improve as expected.

PROGRAM PRIORITY 1: LISD has successfully received and implemented the following grants: Additional Days School Year (ADSY); TCLAS Decision 11: High-Quality After-school Grant and the Blended Learning Program. (3 Priority Points) Not only should this serve as a reassurance that LISD can successfully implement TEA-funded grants, but it also means the 21st CCLC programming can be integrated with these high-quality programs. How the 21st CCLC program will be integrated into LISD's current grants can be seen below:

- ADSY - With the ADSY Grant, LISD purchased HQIM to improve Mathematics and Science. These materials will be provided to 21st CCLC program staff to assist with providing a rigorous summer program.
- TCLAS Decision 11 – With this grant, LISD implemented after-school tutorials for three hours a day, four days a week. Teacher structured lesson plans will be shared with the 21st CCLC program staff to assist with aligning to academic instruction.
- Blended Learning Grant – Students participating in the 21st CCLC program will be able to take part in the hands-on, project-based, and student-lead activities.

In addition, for three years, Longview ISD has received funding from the Magnet Schools Assistance Program (MSAP) to provide STEAM and engineering programs at five campuses.

PROGRAM PRIORITY 2: As previously mentioned, LISD received the TCLAS Decision 11 Grant in addition, they also received funding under Decision 6. LISD is in its first year of implementing both Decision 6 and 11 and the results are being tracked. The results are expected to show improvement in the academic growth of students. Unfortunately, due to budget constraints, LISD has not been able to provide HIT to all students who need the support from HIT tutoring with the TCLAS Decision 11 and 6 Grants. If awarded, LISD will expand services to target 500 additional students for HIT services. To ensure each student gets the assistance needed, HIT will be offered at a 3:1 student to teacher ratio for 30 minutes each day. This size reduction will allow the teacher to provide students with targeted instruction geared to address individualized needs. Additionally, in this smaller group, students will be more comfortable voicing their opinions, asking questions, and making their needs known. In addition, to HIT, High-Quality Instructional Materials (HQIM) have been purchased with Decision 11 and 6 (Zearn and BookNook) and Decision 8 ADSY (Houghton Mifflin Harcourt's Curriculum). These resources can be utilized during HIT and regular tutorials during the after-school and summer programs to help increase academic growth. Finally, resources and strategies implemented through the Blended Learning grant will be expanded to include non-participating campuses in order to increase student engagement and attendance.

**For TEA Use Only:**

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

**9. Equitable Access and Participation**

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

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

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

**10. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.



**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.	A Project Director to manage the program/Secretary to coordinate & maintain office records.	\$75,000
2.	Site Coordinators will be hired to manage each center and enter data daily. (\$45,000 each)	\$450,000
3.	A Program Specialist (PS) will be hired to oversee and conduct family activities at each site.	\$40,000
4.	Bus drives, teachers, and paraprofessionals will assist with implementing program activities.	\$576,480
5.	Employee benefits, to include Teacher Retirement, FICA, SSA, etc.	\$171,222

**Professional and Contracted Services**

6.	Mentors will be provided by a partnering agency.	\$60,000
7.	Swimming and lifeguard lessons will be offered to students.	\$15,000
8.	Activities such as fishing tournaments, kite flying contests, and more.	\$10,000
9.	Police departments will offer Teen camps.	\$10,000
10.	Academically aligned enrichment activities, trainings, and family engagement activities.	\$131,997

**Supplies and Materials**

11.	Supplies, PBIS incentives, and materials to provide students' activities.	\$175,000
12.	Supplies and materials to provide Parental Involvement activities and workshops.	\$25,000
13.	Supplies needed by ACE staff to monitor and track student participation.	\$23,239
14.		

**Other Operating Costs**

15.	Travel for students attending the program and to attend activities offered through partners.	\$89,000
16.	Travel for staff to attend conferences and for the PS and Director to visit each center.	\$30,000
17.	Cost for nutritional snacks and drinks for participants who participate in activities.	\$50,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**

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

**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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

**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.