



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 07, 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): N/A

1. Applicant Information

Name of organization Longview ISD
Campus name N/A CDN 092903 Vendor ID 75-6001977 ESC 07 DUNS 010476513
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 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):

- 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 Dr. James Wilcox Title Sup. Email jewilcox@lisd.org

Phone 903-381-2200 Signature [Signature] Date 1/19/21

Grant Writer Name Maggie Rodriguez Signature [Signature] Digitally signed by Maggie Rodriguez Date: 2021.01.19 14:06:43 -08'00' Date 01/19/2021

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
Longview ISD had 2,892 disciplinary action incidents which included 5 terrorist threats, 33 controlled substance incidents, and 323 fighting and assault incidents. (2018-2019 Discipline Action Summary at All Campuses Report)	Providing activities such as mentoring, the Heroes of Tomorrow Program, Teen Police Academy, lifeguard trainings, and the Explorers Club will help students build their confidence, self-esteem, self-worth, and positive outlook, which will lead to a decrease in disciplinary incidents.
20.8% of Longview ISD's students are classified as ELL students. These students struggle to keep up academically with their non-ELL peers. (2019-2020 Texas Academic Performance Report [TAPR])	1,075 students will be targeted for the ACE program, to include ELL students. The target number of students at each center are aligned to the needs assessment and overall program design. Activities offered will address literacy gaps and English comprehension. Tutorial/homework assistance will address any additional gaps.
Longview has 42.2% of the population 18 years old and older who have not obtained any education past high school. This is consistent with the low percentage (17.7%) of students graduating college ready. (2019 American Community Survey [ACS]/2019-2020 TAPR)	Prep classes will be offered to high school students wishing to prepare for the TSI/SAT/ACT assessments. Tours of local colleges, universities, and businesses, as well as internships in high-demand career fields will be provided to increase students' interest in their post-academic success.

**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.

SMART Goal: ACE staff will implement a program which will deliver activities that are Texas Essential Knowledge and Skills (TEKS) and academically aligned, research-based, and geared at:  
 ACADEMICS: Improve students' academics by having 55% of the students At Meets Grade Level or Above;  
 BEHAVIOR: Addressing social and emotional problems by demonstrating a 15% decrease in disciplinary issues; and  
 COLLEGE READINESS: Raising students' college and career readiness by having 61% of the students graduate college and career ready; all by 7/31/22.

**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**

- Hire staff to fill required roles as well as identify support staff/volunteers to maintain the student-to-staff 15:1 ratio.
- Attend the ACE Kick-Off Meeting in Austin in July or August 2021.
- Ensure staff is trained on the use of the My Texas ACE Platform and processes are in place to track attendance.
- Develop schedules for ACE staff to meet campus and Private non-profit (PNP) administrators & teachers to ensure activities are aligned with campus/student needs, Improvement Plans, & instructional school day activities.
- Obtain baseline data on students' academic, disciplinary, and college readiness outcomes per targeted campus.
- Market and offer the program to parents and specifically to students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or lack strong positive role models.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

- Formalize partnerships in the community to provide targeted activities to increase student academic outcomes.
- Schedule trainings for ACE staff to ensure they have the knowledge and tools needed to implement the program.
- Ensure each center develops a logic model that identifies the partners, resources, and short/long-term goals.
- Conduct an in-depth ACE assessment to identify areas of improvement and areas in need of improvement.
- Conduct Fall surveys for students, parents, campus teachers, and administration to obtain feedback and identify the measures of effectiveness in the program.
- Collect Fall data needed for the Texas ACE Quality Assessment Process and submit to TEA.
- Meet with staff to review data/survey results and discuss changes needed to the program to meet goals.
- Ensure a minimum of 2 parent involvement activities are conducted for each center each month.

**Third-Quarter Benchmark**

- Attend the Project Director's Meeting in February 2022.
- Ensure at least 1-3 staff members attend the TEA-sponsored regional in-person training at least once per term.
- Conduct Spring surveys for students, parents, campus teachers, and administration to obtain feedback and identify concerns in the program and potential solutions for program improvement.
- Collect Winter data needed for the Texas ACE Quality Assessment Process.
- Meet with staff to review attendance data and survey results. Discuss strategies to meet SMART goals, benchmarks, projected attendance, and/or any changes needed to the program.
- Meet with staff to plan for the Summer Program, to include staff needed, activities to be provided, supplies and materials needed for identified activities, and remaining budgets.

**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.

**MEASURES OF EFFECTIVENESS** - To ensure the ACE program receives the most benefit from the evaluation process, both quantitative and qualitative data will be collected by various staff and contracted individuals throughout the year. At the start of the program, each center will collect quantitative data from the campus and partnering PNPs to form a baseline for comparison. Quantitative data will include students' academic scores, attendance rates, disciplinary reports, retention rates, college readiness indicators, and more.

Throughout the year, the Project Director will conduct frequent site visits to each center to evaluate the alignment of activities to the program's goals (qualitative data). In addition, Site Coordinators will administer surveys to students, parents, campus teachers, PNPs, and administration to obtain feedback and identify the program's concerns (qualitative data) and potential solutions for program improvement. The Director and each Site Coordinator will meet to discuss findings and determine if modifications to the program activities are needed.

Finally, during the Fall and Spring terms, staff will collect ACE campus, PNP, and district data to compile a report which will compare baseline data to current data. This report will be utilized to determine if the participating students are demonstrating growth in the key areas that are aligned with the proposed SMART goals of the program.

If it is determined that data does not show growth or progress in meeting the goals and objectives of the grant, the team will meet to identify if modifications are needed. These modifications may include, but are not limited to the following:

- If attendance is lagging, student survey results can provide suggestions for activities of interest to students;
- If college and career readiness are not demonstrating improvement, test prep courses, career information sessions, and college tours to partnering colleges can be offered to motivate students; and
- If data indicate a need that was previously unidentified, changes to the programs goals and objectives can be made to target a new area of need.

If needed, an amendment will be submitted to TEA for approval to change in the program design.

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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.

In evaluating the needs of the community, Longview’s employment, poverty, homelessness rates, resources, and industries, were researched. The severity of the problem to be addressed by the program is strong and have been identified below:

- Due to the four veteran offices servicing the city, numerous veterans in neighboring towns relocate to Longview. Many of these individuals suffer from physical and/or emotional ailments and arrive in Longview homeless and unemployed. Although these offices and the community strive to support and provide these heroes with shelter and assistance, homelessness rates are an ever-present challenge for the community.
- Longview has a 23.3% poverty rate. This rate is consistent with the high number of individuals employed in the food service, arts, recreation, entertainment, lodging, & retail trades since Longview is an East Texas outdoor recreation and leisure travel hub. Much of the population employed through these industries earn gross wages below the poverty threshold.
- Longview has 42.2% of their population (18+ years old) who have not obtained any education past high school. This is consistent with the low percentage (17.7%) of students at Longview ISD who graduate college ready.
- 18.7% of the population in Longview is classified as Hispanic or Latino which is reflected in the 20.9% of the households that speak limited English.
- Longview has an unemployment rate of 4.4%, which is higher than the counties’ average of 3.5%. Furthermore, 38.5% of the population did not count towards the unemployment rate since they are not actively seeking employment. While this percentage includes students (16 years and older), stay-at-home parents, and retired individuals, many of Longview’s veterans are included in this percentage as well.

Multiple sources were accessed to appropriately identify and obtain data to address the needs of the target population and obtain data. These included the United States Department of Labor, Bureau of Labor Statistics, United States Census Bureau, and the Longview Comprehensive Plan. In addition, Ms. Laura Hill, who is a City Official serving as the Director of Community Services, was contacted on behalf of the district on November 19, to obtain stakeholder feedback on the needs to the community.

Longview does offer many resources which will be of great benefit and help with sustainability after funding ends. These include: Swimming Lessons and Lifeguard Training; Classes and Events (Tai Chi, Belly Dancing, Karate, Dungeons and Dragons); Cultural Arts; Volunteer Programs; College Tours; Police Community Outreach Programs; and more. Longview ISD will establish partnerships to be able to have students take part in these community offerings. One partnership which will be established will be with Partners in Prevention, who has signed a partnership agreement for the 21st CCLC Grant to provide mentors to participating students.

Based on community, PNP, campus, and district needs assessments conducted for the 21st CCLC grant, program strategies and activities have been developed which will address the identified needs of students and their families. Utilizing both the resources that will be provided through the use of grant funds and those currently available through the community, the district will be able to offer tutorials and homework assistance to students, English Language Learners (ELL) and literacy classes for participants families, mentoring for students, financial management workshops for participants families, workforce workshops for participants’ families, college prep-courses will be offered to participants families, and more.

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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.

Longview ISD is applying for the 21st CCLC, Cycle 11 grant to establish learning centers at 10 of their campuses (to target 11 district and 2 private non-profit schools) that are implementing comprehensive support and improvement activities under ESEA and whose students are at risk (51.1% compared to the state average of 50.5% according to 2019-20 TAPR) for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models. (Statutory Priority 1) These centers will offer programs designed to help students meet state and local standards in core academic subjects and offer enrichment activities that complement the regular academic program. These programs will include:

- **INCREASED SCHOOL DAY ATTENDANCE AND IMPROVED SCHOOL DAY BEHAVIOR:** Partnerships with community organizations like Partners in Prevention's Aspire Mentoring Program, Department of Health and Human Services, Longview Police Department, Longview Fire Department, and the Aquatic Center will allow for various activities. These will include student mentorships, Heroes of Tomorrow (HOT) Camps, Teen Citizen Police Academy's, Police Explorer Summer Camps, Longview Police Explorer Clubs, drug, alcohol, and gang prevention presentations, motivational speakers, swimming lessons, lifeguard training, and more. These planned activities are all geared at increasing the school day attendance and improving the school day behavior.

- **GROWTH IN STATE ASSESSMENTS AND IMPROVED GRADE POINT AVERAGE (GPA) THROUGH ACADEMIC ENRICHMENT OPPORTUNITIES:** Will include tutorial services, homework assistance, English language labs, credit recovery, which will lead to growth in state assessments. As soon as students report to the designated ACE area, they will be provided a quick snack then separated in groups based on their academic need. Students who are struggling in mastering classroom instruction will be offered tutorials to catch them up with their peers. English Language Learner (ELL) students will be offered access to the English language lab which will utilize MindPlay Virtual Reading Coach which will assess each student's reading abilities using its Universal Screener. After assessment, the reading program will automatically develop an individual student syllabus with differentiated instruction and provide mastery-based activities to address reading gaps. Homework assistance will be provided to students which is important to ensuring students do not fall behind and any learning gaps are identified early. Students who have failed a course will be provided access to the computer lab which will offer credit recovery software which will offer them the opportunity to recover lost credits.

- **GROWTH IN COLLEGE AND CAREER READINESS:** Prep classes will be offered to high school students wishing to prepare for the TSI/SAT/ACT assessments. College tours to Texas A&M College Station, Texas Southern, and Texas A&M Commerce will stimulate students' interest in their future, which will increase students' interest in attending college. Finally, students will be provided the opportunity to take part in tours of local businesses and internship programs which will prepare them for employment in high-demand career fields. If COVID 19 is still an issue by the time this grant is funded, tours will be conducted virtually.

- **INCREASE STUDENT ENGAGEMENT IN LEARNING:** To increase students' participation in learning, the centers will offer programming that is both engaging and fun. Activities may include: Turning milk into plastic then creating ornaments, jewelry, and other items with the plastic; Making ice cream in a bag; Building and racing wind-powered cars; Building a rubber band-powered car; I-spy STEM walks where students will point out science, technology, engineering and math wherever it is seen; etc.

- **FAMILY AND PARENTAL SUPPORT:** Workforce Solutions of East Texas and Department of Health and Human Services will offer information sessions, labor market information, mock interviews, job searches, resume building sessions, offer unpaid internships and practicum opportunities to students; equip adults and high school seniors to join the workforce and achieve economic stability; and to help people learn to manage their benefits, including food, cash and medical assistance.

**IMPACT OVER TIME SMART GOALS:** The following over time SMART goals were developed to ensure the programs continue to show growth over the 5-year grant time:

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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.

Based on findings from the need's assessments conducted in November 2020, on each participating campus, the district was able to identify gaps that need to be addressed to ensure students' academic achievement. Therefore, careful consideration was put into identifying program activities that will bring about the desired outcomes.

By providing various academic enrichment activities, the centers can provide targeted assistance to students based on their needs. For example, some students' academics may be suffering due to language barriers which are preventing them from comprehending the instruction and problems they are presented with during the regular school day. By providing these students with access to an ENGLISH LANGUAGE LAB, students will be able to obtain targeted assistance which will be customized to their needs. Also, by providing struggling students with TUTORIAL services that are in line with what is being taught during the school day, students will be able to achieve academic gains and close the gap between them and their peers. Providing HOMEWORK ASSISTANCE will help ensure students are comprehending the classwork delivered during the school day. This will help prevent gaps from developing in students' academic performance.

Enrichment activities will be instrumental to ensuring overall student success. Activities need to be provided that will help build students' social and emotional skills, such as their confidence, self-esteem, feeling of self-worth, as well as create a positive outlook. Therefore, the following partners have been selected based on the activities which can be provided. The Fire Department's Heroes of Tomorrow Program is a one-day camp that provides a fun, hands-on experience introducing youth to career opportunities within the Longview Fire Department, such as Water and High Angle Rescue, Hazmat, & Emergency Medical Services. The Police Department's Teen Police Academy will educate students on the department's organization, requirements, and steps for becoming a Police Officer, hands-on exercises and discussion concerning safety, laws and an Officer's perspective and professionalism. The Police Department's Women's Safety Class includes safety as it pertains to women while shopping, home, etc. Attendees will take part in a simulator, which will allow them to participate in simulated scenarios. Partners in Prevention's Aspire Mentoring Program will provide youth, Kindergarten–12th grade students with a caring, trained, adult friend to serve as a mentor to a young person needing guidance, support, and encouragement. Many more activities are planned which are too numerous to list in the space provided but which are listed further in the grant.

Family engagement activities were identified which will be instrumental to bringing targeted change to the families of at-risk students. Workforce Solutions of East Texas/Department of Health and Human Services will offer information sessions, labor market information, mock interviews, job searches, resume building sessions, offer unpaid internships & practicum opportunities to students; equip adults and high school seniors to join the workforce and achieve economic stability; and to help people learn to manage their benefits, including food, cash and medical assistance. In addition, the district will offer ELL classes, literacy classes, and homework assistance workshops.

ACE staff will meet regularly with campus administrators and teachers to ensure sufficient oversight of program operations. These meetings will monitor the extent to which activities are being integrated in the instructional school day curriculum and are aligned with campus/student needs, state academic standards, and Improvement Plans. During these meetings, data will be reviewed, and activity planning will be discussed to assess whether any changes needed to be made 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 that 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, the district can ensure the campus meets their identified goals & students' educational outcomes.

Attendance will be monitored and surveys will be administered throughout the year to ensure activities are engaging for students and parents. The Director will conduct frequent site visits to each center to evaluate the level of student engagement in the activities being offered. The Director and each Site Coordinator will meet to discuss findings and determine if modifications to the program activities are needed.

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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

Longview ID has received a signed partnership agreement from Partners in Prevention's Aspire Mentoring Program. This organization provides Kindergarten through 12th grade students with a caring, trained, adult friend to serve as a mentor to a young person needing guidance, support, and encouragement. The Positive Youth Development approach suggests that helping young people to achieve their full potential is the best way to prevent them from engaging in risky behaviors. Organizations and communities that promote Positive Youth Development give youth the chance to exercise leadership, build skills, and get involved. The self-confidence, trust, and practical knowledge that young people gain from these opportunities help them grow into healthy, happy, self-sufficient adults.

Partners in Prevention's Aspire Mentoring Program started as a pilot project 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.

The Mentoring Program will contribute to achieving stated objectives, as well as, supplement district services and expand its capacity to achieve shared goals and increase its scope of services by:

- Addressing social and emotional problems by demonstrating a 15% decrease in disciplinary issues;
- Raising students' college and career readiness by demonstrating a 15% growth in college and career readiness indicators; and
- Improving parental involvement by demonstrating a 10% increase in parents' attendance during district and campus functions, all by July 31, 2022.

The organization will help the district to sustain the program after funding ends through the following activities:

- College and Career Readiness – The Mentoring Program will help youth engage in productive activities that build job and life skills and reinforce community mindedness.

- Disciplinary Issues – The Mentoring Program will help youth to achieve their full potential by preventing them from engaging in risky behaviors. This will give youth the chance to exercise leadership, build skills, and get them involved. The self-confidence, trust, and practical knowledge that young people gain from these opportunities will help them grow into healthy, happy, self-sufficient adults.

- Parental Involvement - Parents will be given skills to engage their children in positive activities that nurture their talents, skills, and interests.

Other partnerships will be developed to include Longview Police Department, Longview Fire Department, Aquatic Center, Texas A&M College Station, Texas Southern, Texas A&M Commerce, and two private non-profit schools.

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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.

The district has experience and knowledge conducting evidence-based practices that have proven to be effective based on metrics of school, teacher, and student performance. Hence, the district will apply the following best practices and evidence-based practices for the after school program:

**ACADEMIC PERFORMANCE/ACHIEVEMENT** – One-on-one and small group tutorials to target areas of academic need have been shown to improve student outcomes (Tomic, Robert, "The Impact Of After-School Tutoring On Elementary Student Achievement: A Program Evaluation", 2016). Homework assistance will help lower students' frustration, boost comprehension, and learn how to apply new skills. My Virtual Reading Coach-English language labs will improve reading abilities and permit students with diverse skills and unique needs to read with control and precision. Credit recovery software and accelerated programs will be utilized in computer labs during the program to offer students the opportunity to improve their Grade Point Average (GPA). All these activities will help student's improve their daily coursework which will ultimately lead to growth in state assessments.

**POSTSECONDARY AND WORKFORCE PREPARATION** - 21st CCLC high school students will be encouraged to attend college prep courses and take college entrance assessments. This has been shown to improve students postsecondary and workforce readiness (Robin Chait and Andrea Venezia, 2009).

**POSITIVE YOUTH DEVELOPMENT** – A partnership with Partners in Prevention's Aspire Mentoring Program will allow for student mentorships. Partnerships with the Longview Police Department, Longview Fire Department, and Aquatic Center will provide Heroes of Tomorrow (HOT) Camps, Teen Citizen Police Academies, Police Explorer Summer Camps, Longview Police Explorer Clubs, drug/alcohol and gang prevention presentations, motivational speakers, swimming lessons, lifeguard training, and more. These planned activities have been shown to increase school day attendance and improve school day behavior (Durlak & Weissberg, 2007).

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.

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 bus and transported to their designated center. The 7 elementary campuses will have a community learning center located at the students' home campus, therefore, transportation to ACE will not be an issue. Students in the elementary grades will be excused five minutes before the end of the school day and be escorted by an ACE staff to the ACE meeting location at the end of the school day.

Students at Longview High School, Forest Park Magnet Middle 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 5 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 ACE program will need to have a parent or guardian complete and sign an ACE Student Participation Form. This form will list the names and relationship of individuals that 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 an ACE staff member.

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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 community was notified of the district's intent to apply for funding at a school board meeting, through a posting in "The Voice," newspaper distributed to parents & community, and postings on the school marques & website. If awarded, the following information outlets will be used to disseminate information with stakeholders:

- LOCAL MEDIA - Upon news of the grant being awarded, a press release will be sent to local digital and print media. Links to resulting coverage will be posted on Longview ISD's webpage and social media pages.
- SCHOOL BOARD PRESENTATIONS - The Project Director will make an initial presentation to the School Board at the next meeting after receiving notice of award. Subsequent presentations will be made to keep the board and community members apprised on program progress and outcomes.
- LOCAL ORGANIZATION PRESENTATIONS - The Project Director and Family Engagement Specialist will make presentations to the City Council, Chamber of Commerce, Fire Department, and Police Department within three months of the grant being awarded and subsequent presentations as needed.
- DISTRICT LEVEL PRESENTATIONS/INFORMATION - The Project Director, Family Engagement Specialist and other members of ACE staff will attend campus level gatherings such as Title I meetings, Meet the Teacher nights, and Open House to make presentations and provide information about the program.
- 21st CCLC WEB PAGE/SOCIAL MEDIA - Upon receipt of the 21s1 CCLC grant, the Family Engagement Specialist will create a webpage devoted to the Community Learning Centers. Each Site Coordinator will have access to his/her site page to share pertinent information as needed. ACE staff will also share news of the grant on Facebook, Twitter, and Instagram as well as on the Longview ISD website.
- NEWSLETTERS/FLYERS - Information regarding the ACE program will be distributed in English and Spanish through newsletters and flyers. A digital flyer will be posted on the 21st CCLC webpage.

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.

Longview ISD'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, and volunteer resources. Managing resources effectively includes assessing, updating, and communicating the need of the 21st CCLC program for such resources and monitoring and adjusting program activities to bring them into alignment with these needs of the program.

For maximum impact of program dollars, Longview ISD will integrate the program with other TEA or local initiatives designed to increase student academic outcomes. (Program Priority 1) This will include coordinating program activities, strategies, and materials with an array of district, community, state, and federal resources to maximize delivery of program services. Due to a high percentage of economically disadvantaged students, Longview ISD receives both Title I and State Compensatory Education funds. In the past, these monies have been spent paying teachers for after school tutorials and purchasing software. Each of these activities is designed to address the needs of students who struggle academically. Furthermore, Strengthening Career and 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, and materials for testing and certifications. Since this mirrors many of the goals and activities of the 21st CCLC grant proposal, the Director will make every effort to build upon each existing program and increase the total number of students who are able to be served.

Finally, the district will utilize existing resources: maintenance and custodial personnel; facilities (i.e. gymnasiums, classrooms, cafeteria, etc.); software (i.e. iStation reading and math, zSpace Health Sciences); and coordinate with other district/campus programs. The district will invite the 21st CCLC personnel to participate in staff development opportunities throughout the school year as a collaborative effort to better serve the participating students and their families.

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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.

While writing and designing the 21st CCLC grant, a question which kept coming to mind was, "How can this program, which has the potential to do so much good, continue after program funding ends?" Like all things done at Longview, this program is not intended to be a band aid for the issues facing the district, but instead it is to serve as a long-term solution and deterrent for current and future issues.

With that in mind, a preliminary plan was developed which will serve as the foundation for the sustainability of the ACE Program at each center. First, the district will begin by forming partnerships with local agencies that can provide on-going support and access to resources at little to no cost. This will include the Longview Police Department, Longview Fire Department, local Colleges and Universities, Workforce Solutions of East Texas, Department of Health and Human Services, and the Texas Department of Agriculture. Between these partners, the district can obtain volunteers to help with tutorials, homework, presentations, and activities. In addition, the current supports provided to parents and members of the community will continue.

Funds provided through the grant will also be a great resource since they will be instrumental to purchasing non-consumable supplies and materials that can continue to be utilized in the schools for which they are acquired for several years after program funding ends. These items will include technology for after school computer labs, sports equipment, reusable STEM robotic materials, and more. Finally, funds will be utilized to cover the staff who will: develop these partnerships: Implement sustainable strategies, and Work with the finance, curriculum, school operations, and human resources departments to coordinate the efficient use of local, state, and federal funds in the identification of funding sources so the 21st CCLC program can be sustained after the TEA funding period ends.

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)

Longview ISD will establish partnerships with organizations throughout the community, including 2 private non-profit schools, 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, and behavior.
- LeTourneau University will provide student volunteers who will provide tutorial and homework assistance.
- Local churches will provide volunteers who will host sewing and art activities.
- Workforce Solutions of East Texas will offer information sessions for students and community members, labor market information, mock interviews, job searches, resume building sessions, and more.
- The Longview Fire Department will offer workshops on emergency preparedness. The City of Longview is exposed to many hazards, which have the potential for disrupting the community, causing damage, and creating casualties. Natural hazards include floods, tornadoes, and severe storms; therefore, these workshops will be instrumental in informing 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, and tutoring; offer unpaid internships and practicum opportunities to students; equip adults and high school seniors to join the workforce and achieve economic stability; and to help people learn to manage their benefits, including food, cash and medical assistance.

All volunteers, whether providing family engagement opportunities, mentoring, or facilitating educational enrichment topics, will undergo program orientation and training in policies, procedures, classroom management and safety. This way, Longview ISD will ensure program volunteers are utilized in a way that is most beneficial to the students they serve. Furthermore, all volunteers will be subject to the fingerprinting requirement; therefore, each volunteer will be required to submit information for a background check and only those individuals who have been approved will be permitted to interact with students in school-related activities.

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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.

When determining the number of students to target at each campus, students' academic gaps and needs were reviewed. It was important to ensure funds requested would serve the students most in need. Based on this information, each campus identified a target number of students to service. Conversations were held with the partnering private non-profit schools to assess their needs and identify the number of students they each will target. Although the centers will be open to all students to attend, it is important to ensure students most in need are identified and targeted. Therefore, a Recruitment and Retainment Plan will be developed. Local media will be utilized to inform the community of the program as soon as the district is notified of funding. This will include highlighting the need for everyone to complete an online survey which will be available on the webpage of each campus for students and families to provide feedback on the type of activities that are of interest to them. In this manner, the district can ensure the activities offered at each campus appeals to the students from the onset of the program. Furthermore, surveys and questionnaires will be offered on a regular basis to keep the program fresh and engaging to students. Finally, it will be the responsibility of each Site Coordinator to reach out to struggling students and their parents to ensure these students are regularly attending the program. Therefore, the Site Coordinator will meet with teachers weekly to obtain an updated list of struggling students. This list will be compared to attendance data to create a student target list. Since activities offered will also be aligned with the school day, the district can ensure this will be correlated with positive student outcomes and the following SMART goals created for attendance:

- FALL/SPRING ATTENDANCE SMART GOAL - A minimum of 85% the targeted students will have reached the 45-day target for daily attendance of a minimum of 2 hours per day at each of the targeted campuses.
- SUMMER ATTENDANCE SMART GOAL – A minimum of at least 300 students will attend the summer 21st CCLC program across the 10 centers for 12 or more days for 4 hours or more each day.

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.

Factors impacting a campus' needs can differ greatly from one another. It is was important to conduct a needs assessment through multiple sources of program- and campus-level data to ensure campuses most in need of support were targeted to serve as centers. Once these campuses were identified, the supports needed were identified and operation schedules, staffing, and budgets plans were developed.

**OPERATIONS SCHEDULE** – If funded, the district will implement planned schedules that encourage consistent participation of students most in need. During the Fall and Spring, programming will commence within 1 week of the first day of school and will run for 34 weeks. Starting 5 minutes after the end of the school day, which varies from campus to campus, activities will be offered for 3 hours per day Monday through Friday. For the Summer program, the Center will open at 8:00 a.m. and continue for 6 hours from Monday through Thursday for five weeks.

**STAFFING PLANS** – To ensure there is enough staff to meet the 15:1 (student:teacher) ratio, the campuses plan on holding an information meeting prior to the start of programming to recruit teachers to take part in the programs. This will include tutorials, homework assistance, tutoring, and hosting activities. A roster will be created of volunteers that are available to provide assistance. Based on this information, a weekly schedule will be created.

**BUDGET PLANS** – Based on the targeted number of students, each center was provided a planned budget which will be utilized to cover the cost of staff, transportation, and supplies. The Project Director will meet with each Site Coordinator each week to review their budgets and ensure expenses are allowable and in line with the goals of the program and that the budget is on track.

**MEASURES OF EFFECTIVENESS** - The district has established a plan to help meet the program objectives. In addition to funds utilized to cover the cost for travel and payroll, funds will be utilized to purchase supplies and materials to implement activities that will enhance the school day and help address identified gaps. In this manner, the district can ensure student service targets are met while maintaining center-level quality.

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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" value="1,075"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="127"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="1,202"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,700,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="1,382,976"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="317,024"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="263"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="33,401"/>

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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.	A Project Director will be hired to manage the 21st CCLC Program.	\$58,000
2.	Site Coordinators will be hired to manage each center and enter data daily. (\$43,000 each)	\$430,000
3.	A FES 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.	\$706,800
5.	Employee benefits, to include Teacher Retirement, FICA, SSA, etc.	\$148,176

**Professional and Contracted Services**

6.	Evaluator will conduct Fall/Spring on-site/Zoom visits, surveys, plus mid/final reports. (Admin)	\$20,000
7.	Mentors will be provided by a partnering agency.	\$70,000
8.	Swimming and lifeguard lessons will be offered to students.	\$8,000
9.	Police and fire departments will offer students camps.	\$25,000
10.		

**Supplies and Materials**

11.	Supplies, PBIS incentives, and materials to provide students' activities.	\$45,000
12.	Supplies and materials to provide Parental Involvement activities and workshops.	\$15,000
13.	Supplies needed by ACE staff to monitor and track student participation.	\$16,664
14.		

**Other Operating Costs**

15.	Travel for students attending the program and to attend activities offered through partners.	\$50,000
16.	Travel for staff to attend conferences and for the FES and Director to visit each center.	\$12,000
17.	Cost for nutritional snacks and drinks for participants who participate in activities.	\$7,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

***You may duplicate this page.***

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 092903

### 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).

<b>Center #</b>	<b>9 Digit campus ID #</b>	<b>Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone</b>	<b># of Feeder Schools</b>	<b>Grade Levels Served (PK to 12)</b>	<b>Proposed "Regular" Student target to be served 30 or 45 days or more annually</b>	<b>Proposed Parent/Legal Guardian Target</b>
1	092903001	Longview High School Center 201 E. Tomlinson Parkway Longview, Texas 75605 (903) 663-1301	1	9-12	200	50
2	092903041	Forest Park Magnet Center 1644 N. Eastman Road Longview, Texas 75601 (903) 446-2510	0	6-8	80	20
3	092903044	Judson STEAM Academy Center 5745 Judson Road Longview, Texas 75605 (903) 446-2610	0	6-8	85	21
4	092903117	Hudson PEP Elementary Center 1311 Lilly Street Longview, Texas 75602 (903) 803-5100	2	1-8	150	38
5	092903122	J. L. Everhart Magnet Elementary Center 2919 Tryon Road Longview, Texas 75601 (903) 803-5400	0	1-5	105	26
6	092903123	Johnston-McQueen Elementary Center 422 FM 2751 Longview, Texas 75605 (903) 803-5300	0	1-5	110	28
7	092903124	South Ward Elementary Center 1011 S. Moberly Avenue Longview, Texas 75602 (903) 803-5200	0	1-5	60	15
8	092903125	Ware Elementary Center 601 W. Garfield Longview, Texas 75602 (903) 803-5700	0	1-5	100	25
9	092903126	Ned E. Williams Elementary Center 5230 Estes Parkway Longview, Texas 75603 (903) 803-5500	0	1-5	90	23
10	092903127	Bramlette STEAM Academy Center 111 Tupelo Longview, Texas 75601 (903) 803-5600	1	1-5	95	24



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	092903001	Longview High School Center 201 E. Tomlinson Parkway Longview, Texas 75605				9-12	200	50				
Feeder	PNP	St Mary's Catholic School 405 Hollybrook Drive Longview, Texas 75605				9-12						
Feeder	N/A	N/A				N/A						
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>		N/A		N/A		N/A						
Fall Term		8/23/2021		12/17/21		16						
Spring Term		1/4/2022		5/20/2022		18						
Summer Term		5/30/22		7/1/22		5						
Total number of weeks:						39						
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			4:20	7:20			4:20	7:20	8:00		2:00	
Tuesday			4:20	7:20			4:20	7:20	8:00		2:00	
Wednesday			4:20	7:20			4:20	7:20	8:00		2:00	
Thursday			4:20	7:20			4:20	7:20	8:00		2:00	
Friday			4:20	7:20			4:20	7:20				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies and to visit colleges and businesses may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities, college and career night, and information sessions.											

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 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	092903041	Forest Park Magnet School 1644 N. Eastman Road Longview, Texas 75601					6-8	80	20			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			N/A			N/A			N/A			
Fall Term			8/23/2021			12/17/21			16			
Spring Term			1/4/2022			5/20/2022			18			
Summer Term			5/30/22			7/1/22			5			
Total number of weeks:									39			
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			4:05	7:05			4:05	7:05	8:00		2:00	
Tuesday			4:05	7:05			4:05	7:05	8:00		2:00	
Wednesday			4:05	7:05			4:05	7:05	8:00		2:00	
Thursday			4:05	7:05			4:05	7:05	8:00		2:00	
Friday			4:05	7:05			4:05	7:05				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies and to visit colleges and businesses may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities, college and career night, and information sessions.											

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 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	092903044	Judson STEAM Academy 5745 Judson Road Longview, Texas 75605					6-8	85	21				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>			N/A			N/A			N/A				
Fall Term			8/23/2021			12/17/21			16				
Spring Term			1/4/2022			5/20/2022			18				
Summer Term			5/30/22			7/1/22			5				
Total number of weeks:									39				
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			4:05	7:05			4:05	7:05	8:00		2:00		
Tuesday			4:05	7:05			4:05	7:05	8:00		2:00		
Wednesday			4:05	7:05			4:05	7:05	8:00		2:00		
Thursday			4:05	7:05			4:05	7:05	8:00		2:00		
Friday			4:05	7:05			4:05	7:05					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies and to visit colleges and businesses may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>												
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities, college and career night, and information sessions.												

Texas ACE Center Operations Schedule (one per Center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	092903117	Hudson PEP Elementary Center 1311 Lilly Street Longview, Texas 75602					1-5	150	38			
Feeder	092903117	Foster Middle School 1504 MLK Longview, Texas 75602					6-8					
Feeder	PNP	St Mary's Catholic School 405 Hollybrook Drive Longview, Texas 75605					K-8					
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>		N/A			N/A			N/A				
Fall Term		8/23/2021			12/17/21			16				
Spring Term		1/4/2022			5/20/2022			18				
Summer Term		5/30/22			7/1/22			5				
Total number of weeks:								39				
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			3:15	6:15			3:15	6:15	8:00		2:00	
Tuesday			3:15	6:15			3:15	6:15	8:00		2:00	
Wednesday			3:15	6:15			3:15	6:15	8:00		2:00	
Thursday			3:15	6:15			3:15	6:15	8:00		2:00	
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies and to visit colleges and businesses may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities, college and career night, and information sessions.											



<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per Center)</b>							<b>2021-2022</b>						
<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	092903122	J. L. Everhart Magnet Elementary Center 2919 Tryon Road Longview, Texas 75601					1-5	105	26				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>				N/A			N/A			N/A			
Fall Term				8/23/2021			12/17/21			16			
Spring Term				1/4/2022			5/20/2022			18			
Summer Term				5/30/22			7/1/22			5			
Total number of weeks:										39			
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			2:55	5:55			2:55	5:55	8:00		2:00		
Tuesday			2:55	5:55			2:55	5:55	8:00		2:00		
Wednesday			2:55	5:55			2:55	5:55	8:00		2:00		
Thursday			2:55	5:55			2:55	5:55	8:00		2:00		
Friday			2:55	5:55			2:55	5:55					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>												
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities and information sessions.												

Texas ACE Center Operations Schedule (one per Center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	092903123	Johnston-McQueen Elementary Center 422 FM 2751 Longview, Texas 75605					1-5	110	28				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>			N/A			N/A			N/A				
Fall Term			8/23/2021			12/17/21			16				
Spring Term			1/4/2022			5/20/2022			18				
Summer Term			5/30/22			7/1/22			5				
Total number of weeks:									39				
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			3:20	6:20			3:20	6:20	8:00		2:00		
Tuesday			3:20	6:20			3:20	6:20	8:00		2:00		
Wednesday			3:20	6:20			3:20	6:20	8:00		2:00		
Thursday			3:20	6:20			3:20	6:20	8:00		2:00		
Friday			3:20	6:20			3:20	6:20					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>												
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities and information sessions.												

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 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	092903124	South Ward Elementary Center 1011 S. Mobberly Avenue Longview, Texas 75602					1-5	60	15			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			N/A			N/A			N/A			
Fall Term			8/23/2021			12/17/21			16			
Spring Term			1/4/2022			5/20/2022			18			
Summer Term			5/30/22			7/1/22			5			
Total number of weeks:									39			
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			3:20	6:20			3:20	6:20	8:00		2:00	
Tuesday			3:20	6:20			3:20	6:20	8:00		2:00	
Wednesday			3:20	6:20			3:20	6:20	8:00		2:00	
Thursday			3:20	6:20			3:20	6:20	8:00		2:00	
Friday			3:20	6:20			3:20	6:20				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities and information sessions.											

<b>Texas ACE Center Operations Schedule (one per Center)</b>								<b>Program Year 2021-2022</b>							
<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 8	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	092903125	Ware Elementary Center 601 W. Garfield Longview, Texas 75602						1-5	100	25					
Feeder	N/A	N/A						N/A							
Feeder	N/A	N/A						N/A							
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>				N/A				N/A				N/A			
Fall Term				8/23/2021				12/17/21				16			
Spring Term				1/4/2022				5/20/2022				18			
Summer Term				5/30/22				7/1/22				5			
Total number of weeks:												39			
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			3:20	6:20			3:20	6:20	8:00		2:00				
Tuesday			3:20	6:20			3:20	6:20	8:00		2:00				
Wednesday			3:20	6:20			3:20	6:20	8:00		2:00				
Thursday			3:20	6:20			3:20	6:20	8:00		2:00				
Friday			3:20	6:20			3:20	6:20							
Saturday															
Sunday															
<b>Total Hours Per Week:</b>	15				15				24						
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A														
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>														
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities and information sessions.														



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	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	092903126	Ned E. Williams Elementary Center 5230 Estes Parkway Longview, Texas 75603					1-5	90	23			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			N/A			N/A			N/A			
Fall Term			8/23/2021			12/17/21			16			
Spring Term			1/4/2022			5/20/2022			18			
Summer Term			5/30/22			7/1/22			5			
Total number of weeks:									39			
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			3:20	6:20			3:20	6:20	8:00		2:00	
Tuesday			3:20	6:20			3:20	6:20	8:00		2:00	
Wednesday			3:20	6:20			3:20	6:20	8:00		2:00	
Thursday			3:20	6:20			3:20	6:20	8:00		2:00	
Friday			3:20	6:20			3:20	6:20				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities and information sessions.											

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per Center)</b>							<b>2021-2022</b>						
<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	092903127	Bramlette STEAM Academy Center 111 Tupelo Longview, Texas 75601					1-5	95	24				
Feeder	PNP	Applewood Academy & Day Care Center 1512 Judson Road Longview, Texas 75601					K-5						
Feeder	N/A	N/A					N/A						
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>			N/A				N/A				N/A		
Fall Term			8/23/2021				12/17/21				16		
Spring Term			1/4/2022				5/20/2022				18		
Summer Term			5/30/22				7/1/22				5		
Total number of weeks:											39		
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			3:05	6:05			3:20	6:20	8:00		2:00		
Tuesday			3:05	6:05			3:20	6:20	8:00		2:00		
Wednesday			3:05	6:05			3:20	6:20	8:00		2:00		
Thursday			3:05	6:05			3:20	6:20	8:00		2:00		
Friday			3:05	6:05			3:20	6:20					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote Instruction – Depending on how far along the nation is in combating the spread of the COVID 19 virus, remote instruction may be offered;</li> <li>• Saturday Event – Some events may be offered to participating students on Saturdays (i.e. Heroes of Tomorrow Camp); and</li> <li>• Trips to partnering agencies may be a part of the 21<sup>st</sup> CCLC activities.</li> </ul>												
<b>Parent/Legal Guardian Activities</b>	Activities will be provided to parents/guardians of students throughout the year. These may include workshops on money management, resume building, and computer basics; education programs like ELL and literacy classes; and student engagement activities such as parent and student joint activities and information sessions.												

## **PARTNERSHIP AGREEMENT**

*Longview Independent School District*, whose physical location is at 1301 East Young Street, Longview, Texas 75606, and *Partners in Prevention*, whose physical location is at 140 East Tyler Street, Suite 400, Glover-Crim Building, Longview, Texas 75601, hereinafter referred to as the “Partners” agree as follows:

### **1. Type of Business**

*Longview Independent School District* is a public school whose mission is to provide quality educational experiences so each student can reach maximum potential in preparation for life beyond school.

*Partners in Prevention's Aspire Mentoring Program* is a non-profit agency who provides youth, Kindergarten – 12th grade, with a caring, trained, adult friend to serve as a mentor to a young person needing guidance, support, and encouragement.

The Partners voluntarily partners for the purpose of expanding the capacity to achieve shared goals. This Partnership will increase the scope and quality of services that can be provided by each Partner alone and increase the likelihood of sustainability. Both Partners will work together to meet the objectives of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 Grant program.

### **2. Terms of Partnership**

The Partnership shall commence on August 1, 2021 and shall continue until July 31, 2026. Throughout this grant period, the Partners will explore methods which can be used to sustain the Partnership and continue mentorship services after funding ends.

### **3. Place of Business**

The principal location where services will be provided shall be at each campuses center location and any other place or places that may be mutually agreed on by the parties of this Agreement.

### **4. Responsibilities of Partners**

*Longview Independent School District* will:

## PARTNERSHIP AGREEMENT

- Serve as the fiscal agency and be responsible for identifying students most in need of mentoring services and assisting them in submitting any information needed to be assigned a mentor;
- Provide Mentors with a safe and secure location where they can meet with their assigned Mentee;
- Submit data to the funding agency in a timely manner;
- Process payments in a timely manner;
- Be available to meet with the Partner's point of contact to discuss any concerns or issues; and
- Provide the Partner with sufficient notice of any meetings that need to be attended.

*Partners in Prevention* will:

- Will ensure each mentor passes a criminal history background check;
- Provide the district with contact information and a copy of the results to the criminal history background check for each mentor;
- Monitor and track all mentoring services/activities that are provided to students and submit data to district within 24 hours;
- Submit invoices to the Project Director in a timely manner;
- Be available to meet with the Project Director to discuss any concerns or issues; and
- Attend scheduled meetings.

### 5. Grant Funding

The annual funds which will be budgeted for this Partnership shall be in the sum of \$70,000, which will be used to cover the cost for screening mentors, monitoring progress, and purchasing needed supplies for the mentors.

By signing this agreement, the Partners agree to the conditions set within this Partnership Agreement. If either Partner chooses to terminate this contract, a written notification must be submitted with a thirty (30) day notice.

Longview Independent School District

DocuSigned by:  
*Dr. James Wilcox*  
3A7D40CA1B2E4C1...

Dr. James E. Wilcox, Superintendent

Partners in Prevention

DocuSigned by:  
*Holly Fuller*  
138148EBAD584E2...

Holly Fuller, Partners in Prevention Manager