



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: Garner ISD
Campus name: Garner Elementary School
CDN: 184911 Vendor ID: 751611683 ESC: 11 UEI: EP53JLN7QB
Address: 2222 Garner School Road City: Weatherford ZIP: 76088 Phone: 940-682-4251
Primary Contact: Rebecca Hallmark Email: rhallmark@garnerisd.net Phone: 940-682-4251
Secondary Contact: Diane Shaw Email: dshaw@garnerisd.net Phone: 940-682-4251

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: Rebecca Hallmark Title: Superintendent Email: rhallmark@garnerisd.net

Phone: 940-682-4251 Signature: Rebecca Hallmark Date: 01/22/2023

Grant Writer Name: Lisa Seiser Signature: [Signature] Date: 1/21/2023

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

SUMMARY - Garner ISD is a small district that is a targeted for support campus under ESEA, but at the same time has significant increasing enrollment and is expanding activity/program offerings (P-TECH) and grade levels (1 high school grade each year). The students in this rural area are secluded from other larger communities and many parents work in Fort Worth (45 miles away), which often leads to children of all ages being home alone after school. This combination, along with above state average SPED (18%, of which 56.8% have intellectual disabilities), the fact that students meet state grade level percentages in only 4 of 16 grade and subject categories, and only 41% of students meet grade level or above in all subjects (48% statewide), while only 23% of ED 3rd through 8th graders meet grade level (34% statewide). Currently, 11 new family homes (33% annual district enrollment rises) are in the process of being constructed in this bedroom community. However, while growth is strong, most of the jobs in the immediate area are in agriculture and low paying service industries. This leads to low educational attainment where only 17.9% of those 25 and older have a bachelor's degree or higher, which is half the rate in Texas (31.5%).

DATA SOURCES - Garner ISD leadership used the updated 2021-22 TAPR data (student demographics, attendance, graduate rates, college and career readiness stats, and PEIMS data) for the "stratplan" attachment to ensure the needs were up to date and the SMART goals were most relevant in all facets. District leadership sent out surveys and discussed directly with family members the likelihood of participation in after school and summer programming at this level (only to realize from responses support is significant). Most recent Census Reporter local community data also has been used to analyze the community and parental needs for programs. **NEED FOR PROGRAMS** - In addition to well-below average standardized test scores and high HB4545 percentages (only 15% of 4th graders meet grade level in reading and math - 36% statewide, and 27% of ED 8th graders meet grade level in reading and math - 52% district-wide and 41% statewide), there also are no child care facilities in the city of Garner with the closest one being 30 minutes away, showing a need is great for after school activities for young children, especially in this working class area where both parents often work in nearby cities. **ADDRESSING NEEDS** - These defined needs and the intangible opportunities were integrated into the SMART goals cited in the strategic plan. This ACE program offers time and community partnerships where innovative, hands-on, high impact individual academic support, and college and career-minded activities complement regular school day learning. It expands the environment to grow for students and working parents through new experiences, unique programs, and educational opportunities. **TARGETED PARTICIPATION** - While the target number of students in this district of 200 would be impossible based on the 2021-22 enrollment of 244, the growth in the district is indisputable with 329 students currently enrolled for the 2022-23 school year and expansion to nearly 400 students is expected for the 2023-24 school year. The school will target its low income students that fail to meet grade level standards or have grade and attendance/behavioral issues (170), HB4545 students (65), and those with disabilities (45). Although some of these will be duplicated, it is clear the need is significant and this targeted number will be reached, certainly easily as the enrollment continues to increase and secondary grade levels are added annually in this district.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

BENCHMARKS - Garner ISD will identify and prioritize students most in need to enroll (at least 80% of at-risk/HB4545 students). The district will use the comprehensive student data portfolio tools in DMAC to track individual student progress, from initial and continued benchmarking (BOY, MOY, and EOY) for various assessments including Texas Formative Assessment Resource (TFAR), STAAR interim and summative testing, mCLASS, Amplify, ST Math, CLI Engage, iStation, and local grades. As part of the students' individualized localized plans, this collection of up-to-date insight data will also shed light on whether the program is moving toward its objectives. Evaluation team members will meet following MOY and EOY to analyze and evaluate SMART goal progress.

ATTENDANCE - Monitoring attendance on a daily basis and analyzing that data weekly, while comparing it to the students' previous year attendance will provide the benchmarks to meet center-specified daily attendance percentages - no less than 80% of those enrolled attend daily. Meeting at least 75% of center-specific student targets (60 days) by the end of February is expected to naturally lead to increases in regular school day attendance.

STUDENT RECRUITMENT/RETAINMENT - In a small district like Garner, teachers and administrators know exactly which students to identify and recruit into the program. For this 21st CCLC, school site administration, teachers and counselors will focus on Economically Disadvantaged, HB4545 qualifiers, students from single-parent households, SPED students, and others who are struggling academically and at home. At least 75% of students invited to enroll in the program will be ED/at-risk/SPED. ACE staff will explain to parents the benefits of the program for buy in. Students of siblings also will be targeted for enrollment. ACE staff will continually monitor, survey and discuss with students activities they desire. Retention will be achieved through engaging, research-based practices, self-selected activities, community outreach events, educational field trips and other student attendance incentives.

ENGAGING WITH FAMILY - Family engagement will be measured to compare existing parental involvement, including collecting numbers/attendance at parental and family events (conferences, open houses, and other school district events) with up-to-date parental engagement attendance figures. ACE staff also will collect attendance and participation data and surveys to be analyzed quarterly by the evaluation team to track family and parental engagement and involvement. ACE staff will directly contact parents weekly (email/text/phone calls) with check-ins and to gauge student impacts and that families are aware of upcoming events and activities to participate in. Midway through the school year, at least 75% of the targeted parents should already meet the 21st program goal.

RECRUITING STAFF/ALIGNING SCHOOL DAY - School leaders will ask highly skilled, grade level teachers and staff to be part of this program and carefully select which staff will work on which days to meet grade level and subject matter personnel needs. Having these staff take the lead in targeted academic activities will create a natural transition between the regular school day and after school providing quality tutoring, and building hands-on complementary lesson-plan led curriculum. 21st CCLC staff will meet Thursdays with teachers, interventionists and curriculum personnel to discuss TEKS alignment and determine specific activities through lesson plan development that meets individual needs and needs of grade levels and subject matters for all students. This coordination and collaboration between ACE staff and regular school day staff, including attending district PD together, other training, working on individual educational plans, and sharing lesson plans electronically will ensure academic success.

MONITORING FIDELITY - Measuring dosage, adherence to the program, quality of programming delivery, and student responsiveness and engagement will be the forefront of monitoring the implementation of this 21st program. For Garner ISD's program, the key strategy for this effort will rely on the evaluation team that will be put together. Observational data collection (data-based individualization, data and decision making and program features), development of a rubric, and creating and utilizing student intervention implementation logs, and implementation meetings led by the evaluation team will help effectively measure whether the program's efforts can be linked to student outcomes. Comparing progress monitoring data and fidelity data will be part of the efforts for improvement.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

USING DATA TO MODIFY PROGRAM - The local evaluation team will meet every 6 weeks as a group to analyze individual student academic plans, school site data (collected by the Project Director and Project Specialist) from the Texas 21st CCLC student Tracking, individual ACE student achievement data, and feedback from DMAC, the ACE Quality Assurance Process (QAP) monitoring, standardized and local testing data, student grades, and weekly ACE lesson plan alignment with school day learning. In concert with the program's logic model and SMART goals, the evaluation team will determine what aspects of the grant are not meeting intended objectives or may not be aligned with best-practices. In addition, on an annual basis, the local evaluation team will meet to compare and discuss data and findings from the statewide evaluation that includes outcome focuses on whether federal and statewide goals are being met. At that time, the evaluation team will create its action plan for improvement.

CONTINUOUS IMPROVEMENT ACTIVITIES - When areas of improvement/modifications are needed, a root cause analysis utilizing the "5 Whys" activity published in the Texas Education Association's 2022-2023 Continuous Improvement Guide, will be discussed by the evaluation team and intervention activities will be implemented to address issues. The Capacity Development Process will be facilitated to result in quality improvement action plans through self assessments with grantee staff site visits, internal collaboration, teacher and staff training, and capacity development coaches supporting specific center/district improvement plans and modifications. The district will use the "develop, assess, and review processes" as described in the Continuous Improvement Cycle of the local evaluation guide. Garner ISD also will utilize TEA resources, including technical assistance educational specialists as well as the training and resources (online and in-person) provided by the state. In addition, the district will first reference the My Texas ACE website, Texas ACE Blueprint, and the Texas ACE Resource Network. Garner ISD also will seek support from other area districts that have 21st CCLC programs that may be facing similar issues.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

OVERALL SUPPORT - For small, rural Garner ISD, this after school/summer program is an opportunity to mix various activities that provide hands-on integration of regular school day learning, traditional subjects, and unique and innovative enrichment that supports student interest, meets the academic needs of the students, and supports the district's efforts toward attaining SMART Goal success and addressing the learning gaps that exist. These activities are expected to improve academic achievement and overall student success because of the intentional alignment with regular school day learning, TEA initiatives (P-TECH and WBL), embedded student choices in activities/clubs, and social emotional learning (SEL) strategies. The focus of this ACE program will be on students in need of academic intervention, providing experiences students don't normally have because of the area's remoteness, and responding to attendance/disciplinary situations. The students enrolled in this program will be specifically recruited through referrals by teachers, counselors, and parents.

ACADEMIC PROGRAMS - Clearly the most important aspect of ACE is academic improvement, especially in a district like Garner ISD, which is well below the state in reading and math and it is currently a targeted support district. Students here start behind upon entering school. More than 62% of students entering kindergarten are below grade level in math and 30% are below in reading. About 60% of 1st graders and 82% of 2nd graders are below or well below grade level in reading. Homework assistance (up to 1 hour), high dosage tutoring using HQIM (2-3 times per week for 45 minutes each day) and TSI preparation for the secondary students will be the academic interventions that provide small group support led by subject and grade level regular school day staff. Certified teachers will perform these interventions and will be focused on following individual student achievement plans (developed by the Program Specialist - Accelerated Learning Interventionist - ALI) to help meet state standards, while also assisting with grade recovery, repair and attendance makeup for students who are at-risk of failure. As a way to ensure improvement academically, the ALI with subject matter expertise in reading and literacy will be hired to provide greater academic impact through individualized academic improvement plans. Due to the low test scores and high numbers of SPED, specific learning and online lesson plans will be created between school day teachers and the ACE ALI, and it will be aligned and integrated with the regular day curriculum. With these activities providing regularly (daily dosage) and the targeted individualized learning supports, these efforts are known to lead to fully realizing the positives of these after school programming and interventions leading to academic improvement and student engagement impacts as measured by improved grades, standardized test scores, attendance and improved behavior.

STUDENT INTEREST-BASED ENRICHMENT - These activities will vary slightly depending on the student ages/student voice and choice, and staff experience and knowledge. This ACE program intends to provide various innovative, unique, and interesting activities to complement the school day and reinforce and repeat learning through hands-on opportunities that do not occur during the school day. Guided by student choice gained through formal and informal surveys of students and their needs, certified teachers, instructional aids, part-time employees, and volunteers will lead activities - chess, music, STREAM, robotics, coding, cheerleading, agriculture/gardening, culinary arts, quilting, theater arts, scrapbooking, eSports, Social Emotional Learning activities, and Drone Aviation. For middle/high school students, exposure and experiences include educational field trips to partner Weatherford College to experience what possibilities are available through the P-TECH program and beyond high school. These efforts are intended to change the culture related to attending college and striving to obtain various careers in areas students may have never considered in this small, mostly farming town.

FAMILY ENGAGEMENT - Family engagement and adult educational activities will be a key aspect of this program and will be a focus of staff because of the lack of opportunities in this rural, small community. Family activities and events involving parents and students together will be held a minimum of once per month, including evenings and Saturdays (cooking events, showcases, indoor/outdoor camping nights, talent show, seasonal festivals, holiday events and activities, reading clubs, movie/reading nights) to provide active and meaningful engagement in the education of student participants and specifically opportunities for literacy that bring opportunities for literacy that brings families together utilizing the library facilities in Weatherford and Mineral Wells. Adult educational opportunities will include literacy/financial literacy, computer educational programs (Microsoft Office certification), resume building, and learning soft job skills, as well as healthy cooking options and tips for how parents can help their children with homework for these busy working parents. More educated, more confident and healthy parents can be part of changing the culture of education in this area and thus be able to better assist their child(ren) with homework and become lifelong learning mentors and educational leaders in this community.

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8. Statutory/Program Requirements (Cont.)

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

Garner ISD will provide program design that reflects overall research-based curriculum and operations.

STRATEGIC TARGETING - In addition to focusing on enrolling at-risk students, HB4545, and SPED students, ACE staff, teachers, curriculum specialists, and the ACE interventionist (ALI) will analyze real-time student-level data to recruit students and develop academic activities and support focused on each student and campus needs. The individualized learning plans using DMAC and other data sources will provide specific areas for ACE staff to focus on for specific students creating a truly targeted recruitment and support services for each individual.

SMALL CLASS SIZES - Whether it is during homework assistance (12:1), enrichment/academic activities (12:1) or tutoring, staffing/adult ratios will be a priority for this program, to provide the specialized/tailored help, mentoring, individualized attention and fewer distractions that lead to student engagement and successes. These ratios will provide staff the flexibility and time for individualized support needed for at-risk and struggling students, but most importantly will be imperative for staff, specifically the site coordinators and ALI to be able to follow and then track the individualized student learning plans (created by ACE and regular school day teachers and curriculum personnel) and measures for improvement so SMART goals and improvement plan benchmarks can be met.

TEACHER-LED TUTORING - Peer-reviewed research shows teacher-led tutoring has an impact on student performance. According to, "Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests," (2015 in Research in Middle Level Education) results indicate "borderline students who received school-based tutoring from district teachers performed higher on standardized tests scores in the areas of mathematics and language arts than borderline students who did not participate in tutoring." This student-teacher relationship is consistently identified as a key factor for increasing student achievement. Garner ISD will follow each of these research-based practices in its development of its need-based tutoring, which will work in concert with its school day tutoring (using HQIM) while targeting students who require more intervention or who miss tutoring time.

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.

TRANSPORTATION - Being rural, remote, and with working parents, transportation can be a barrier to participation in after school and summer programs. Garner ISD leaders understand it is important to remove this barrier, especially because it targets the most at-risk students in the school, which also typically come from ED families. Transportation needs will continually be adjusted to ensure transportation is never a barrier to program participation or that transportation becomes a safety concern for students and families. Because programming is located at the Garner Elementary/Secondary campus, no transportation is needed at the start of after school. For the elementary and middle school students, participants gather after school in the cafeteria, where they sign in to rosters, collect their snack, and then are dispersed to their specific ACE activities. Instructors lead students to the location of their program, be it classrooms, labs, recreation areas, or other locations/facilities on campus. High school students respond directly to their programming following the school day or their other extracurricular activities. For before school programs, students who are dropped off by their parents early before the start of school report to the cafeteria where they are provided homework help and other ACE activities after signing in.

MEETING THE NEEDS - Parents and guardians are required to report on the ACE enrollment forms which method of transportation their child will use - pickup by a designated adult, walk home, or utilize school buses. ACE students are signed out daily by the parent/guardian required to show ID (the person picking up must be listed on the ACE registration form provided to the site coordinators and remains on file throughout the school year). The Garner ACE program will follow all regular district guidelines regarding bus transportation, use, safety, and behavior.

For summer camp/program activities, the process will be similar to the travel home during the school year, but in this case, buses will be provided both in the mornings and afternoons to safely transport children to and from the site as needed. If students are picked up by parents, forms will have to be filled out stating the method of pickup. During educational field trips, district buses will be used, parents will sign approval documentations understanding and all typical transportation guidelines for all districts will be utilized, including requirements for hiring bus drivers.

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8. Statutory/Program Requirements (Cont.)

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

PLAN TO INFORM COMMUNITY - Garner ISD is a small, tight knit community desperately in need of this type of after school and summer programming for its most in need students who are academically struggling. If the school district would be awarded this 21st CCLC, the news would spread rapidly throughout the area and school district via social media and traditional local news media. At the time of the application submission, district personnel and community stakeholders were made aware of the application submission through communication with staff as to needs, partnership pursuits, and the district's website, which included a notice of intent to apply posted in early January. Despite this communication with the public, there still is limited knowledge for the specifics of the Nita M. Lowey 21st CCLC program in this community because it has never been implemented here. That is why if the grant is awarded, community outreach that defines the program, explains its purpose, the activities, partnerships, parental involvement, location of programming and how parents can sign up their children, will be paramount to success. Also, stakeholders, including the program director will attend the school board meetings to announce the grant/ program award and advertising the aspects of the program and how parents can enroll their children.

In late summer, staff will host an orientation for parents and the community as well as include information via fliers, websites, announcements, signage, traditional media, and social media, about the program and the enrollment procedures for students at each listed location. The districts will also utilize Texas ACE branding for its fliers, posters, and social media, so stakeholders can connect the program with branding. The program's Advisory Committee will involve parents and community members, business owners, partners, and other stakeholders to ensure awareness of the program in the community, its location, enrollment procedures, and to support buy-in of the programming to enhance overall involvement and long-term sustainability. Communication between the district and program partners also will be imperative so those organizations can also provide information to the public.

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)

VOLUNTEER IMPORTANCE - This small district has significant community support, which includes business people, local organizations, and parents/family members who would be interested in supporting a program such as this. According to a 2020 article published in the Journal of Youth Development, volunteers "connect organizations to their communities and enable them to offer services that might otherwise not exist." The study also states volunteers "provide many intangibles that cannot be easily quantified" and their contributions "improved organizational outcomes and/or achieved broader community and social impacts." The use of quality volunteers in a program such as this maximizes resources and fiscal efficiencies while also expanding opportunities to students.

VOLUNTEER RECRUITMENT - Volunteers will be recruited by staff as well as calls for volunteers will be advertised in campus information and at district events. Social media and traditional media also will be used as part of the district's overall communication outreach plan for the 21st CCLC program as a whole, but also to locate additional volunteers. Volunteers, which can also include high school and college students, interested will be required to fill out an application that includes information about the volunteer's background, knowledge, and experience in school settings. Former teachers, those with sociology backgrounds and college students from nearby Weatherford College will be especially requested to volunteer in the program and bring their knowledge and skills to the program. Those selected to assist with the program will be fingerprinted and undergo a criminal background check (following each of the district's individual procedures for volunteer involvement).

VOLUNTEER ONBOARDING - New volunteers will be required to attend a full day of training/education prior to starting and having any interaction with students or the program. Training and onboarding of volunteers will be led by the site coordinators and include focuses on district policies, ACE program procedures, classroom management skills, use of technology, use of High Quality Instructional Materials, and creating lesson plans.

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8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

COORDINATING USE OF PUBLIC RESOURCES - Currently, Garner ISD has minimal after school programming and summer programming (through ESSER III) so that will make it easy to assure that all funds obtained through this grant will effectively supplement and not supplant any local, state, or federally-funded similar or connected programs and activities. However, there will be various district resources not funded from the 21st CCLC grant monies that will be used for building maintenance and cleaning, security staffing personnel, snacks (meals), coordination with school day personnel/administration, and support/collaboration with partners and the community. School facilities such as the cafeterias, gyms, outdoor fields and areas, classrooms, computer labs, libraries, specialty rooms, and equipment such as iPads, laptop computers, curriculum software, intervention/HIT/HQIM materials, and printers will be utilized by ACE program staff and students as needed.

FEDERAL AND STATE PROGRAMS - Garner ISD receives Title I funds at 100%, for improving basic programs and supporting effective instruction. The district received about \$96,000 in ESSER II funding, and also received about \$215,000 in ESSER III funds, which are scheduled to address learning loss and accelerated progress by implementing, expanding, and enhancing supports during the school year and through summer learning. The funds will be used to pay for additional instructional staff, supplemental curriculum aligned with TEKS, and instructional technology to be used during the school day as well as during extended learning time, including after school and summer. This ACE program would supplement those small programs. Garner ISD also has received P-TECH funding for its secondary school programming focusing on providing vocational opportunities and certifications to improve College and Career Readiness and address the district's culture that does not always include higher educational attainment and high paying quality careers. In conjunction with P-TECH, the district also hopes to receive a Summer CTE grant through TEA for the 2022-23 school year to provide a summer bridge program and paid internship opportunities for students that are tied with partner Weatherford College and P-TECH type careers.

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.

CONTINUING AFTER FUNDING - Garner ISD students are greatly in need of after school and summer programs that respond to learning loss - academic test scores, attendance, fitness, behavioral/social emotional improvements, and family engagement, which is why if the district receives this Nita M. Lowey 21st CCLC continuing quality academic and enrichment activities would be a priority. Garner is prepared and committed to early sustainability planning, around the end of the first year of this grant, to include creating and developing a sustainability committee made up of program stakeholders, including parents, teachers, ACE staff, students, partners and community members. This long-term commitment to planning and preparing for the grant ending will show the importance of continuing this invaluable program. Discussions from this committee will involve the involvement and impact of the current partnerships and the expansion of additional partners to include community organizations, businesses, the churches, and municipal operations. The committee also will use continuing local and internal evaluations including academic and engagement data to determine the most pressing needs and the elements that provide the most significant improvement and successes for students and families, alike. It is understood, it will be mostly impossible to replicate the Nita M. Lowey 21st due to its significant funding. However, the district will utilize any and all resources available to be able to respond to those priority needs and the activities that address them. The district's 21st CCLC Sustainability Committee will utilize the TEA's Sustainability Started Tool to ensure nothing is missed regarding continuing this project.

RESOURCES TO ASSIST SUSTAINABILITY - Garner ISD will rely heavily on its two existing partners that are part of this grant application - Weatherford College and Parker Hannifin. The IHE and business are already heavily involved in the district's P-TECH plans and these partnerships will be enhanced and expanded through this after school and summer program. That expansion will play a significant role in the continuation of this program beyond the grant period. This includes providing the agreed upon supports included in this application as well as expanded ideas for opportunities for students developed during the 21st grant cycle, and based on annual MOU development.

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8. Statutory/Program Requirements (Cont.)

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

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

SUMMARY OF PARTNERSHIPS - Even though Garner ISD is rural and made up of mostly ranches, agricultural areas, working families and at the same time small-town charm, there are opportunities within a 30-minute bus ride that will greatly impact the district's low-income, academically struggling, at-risk students during after school and summer programs that are not currently available to most of these students. Established in 1869, Weatherford College (WC) is the oldest continuing community college west of the Mississippi River. It provides programs that parallel the first 2 years of baccalaureate education, prepares students for vocational and professional degrees and provides valuable lifelong learning opportunities. Garner ISD and WC have a long-standing and high quality partnership as the campus currently is district's P-TECH partner. Worldwide business leader Parker Hannifin Inc. also is a P-TECH partner and is a global leader in filtration and industrial processes. Specific 21st CCLC MOUs to include responsibilities for each entity have been discussed between leadership for WC and Parker Hannifin, so both can ensure efforts are reaching the most at-risk students and provide new opportunities and significant impact.

HOW PARTNERSHIP CONTRIBUTES TO OBJECTIVES - While already partners through the new P-TECH program, the intent of these expanding partnerships for this 21st CCLC program will be to provide college and career experiences and knowledge attainment for the district's younger students (elementary and middle school) so they have a better understanding of college and career opportunities available in the immediate area (Weatherford College) as well as for their time in high school. This will support the district's effort to engage with students outside of the regular school day with expectations for students to set goals to attend college and pursue careers that may not have been thought about (accounting, audio engineering, cosmetology, cybersecurity, EMTs, Firefighters, Geoscience, HVAC, Law Enforcement, nursing, pharmacy tech, and various technologies). When students of any age have a purpose and meaning, they are likely to perform better, increase their attendance, and have greater success overall in school. In an expanded partnership, Parker Hannifin will support the Garner ISD 21st CCLC program in multiple ways, including providing mentors and role models for the 21st students for guidance and support. In addition, the opportunities provided by Parker Hannifin allow students to experience various aspects of what it is like to work in a global business, including manufacturing, business, marketing, and simply how a facility like that functions through discussions with mentors and field trip visits to the facility that is expected to include after school internships and job shadowing opportunities for the 21st CCLC students. Having mentors from Parker Hannifin and college students from WC assigned to students most in need, will provide self-confidence, self-esteem and impact student understanding of their potential in Garner ISD and beyond in college and the professional world.

ACTIVITIES ARE NOT ACCESSIBLE CURRENTLY TO TARGETED STUDENTS - The activities open to 21st CCLC students through these partnerships (mentors for Garner ISD students from WC and Parker Hannifin, visits to WC and Parker Hannifin to experience career and college possibilities) are some that currently are only available to high school students, specifically those in the district's P-TECH program. These expanded partnerships would provide opportunities to targeted at risk students and low income families that are in the 21st CCLC program.

EXPANDING ACCESS TO HIGH QUALITY SERVICES - The partnership with WC provides additional opportunities for the district to provide experiences to younger students in the district beyond the P-TECH program, but that is also expected to help the P-TECH program expand in future years as Garner ISD continues to grow and expand grade levels. These opportunities will not just be for P-TECH students in high school anymore.

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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.

COORDINATING SCHOOL DAY ALIGNMENT - One of the main benefits of a small district with all grades on one campus and having experienced long-term teachers is their relationships and understanding of each student and their needs, whether it is test scores, attendance, behaviors, or issues at home. The Program Director/ coordinator and the Accelerated Learning Interventionist will be specially selected and have extensive educational background. The Program Director will also have management capabilities. Putting these pieces into place will not only help with recruiting the most in need and at risk students, but teachers also will be able to connect and have history with most of the students which is expected to impact attendance and improve engagement. The intent of this program is to utilize a majority of regular school day certified teachers at grade and subject level to perform academic support (homework help and high dosage tutoring) and the hands-on enrichment/academic experiences such as coding, guitar, robotics, and STEM. These highly skilled teachers, combined with the 21st CCLC staff and Accelerated Learning Interventionist (ALI) will meet on a weekly basis with regular school day curriculum personnel to create, build upon, and ensure individual academic improvement plans for each student are followed and on track. These meetings also will include discussions and plans about how to prepare for standardized testing, following TEKs requirements, improving grades, building and sharing lesson plans, and engaging students in the program and in the classroom. 21st CCLC staff will be invited to faculty meetings, participate in professional development at the district level, and other activities to ensure regular school day alignment in all areas possible.

PRIORITY 1 - Garner ISD in the midst of incorporating multiple TEA initiatives that impact learning and career and college readiness. The district's P-TECH program, Work Based Learning, and Summer CTE (awaiting announcement) will coordinate with partners Weatherford College and Parker Hannifin Inc., and the ACE Program Director to integrate opportunities into after school and summer programming. This includes coordinating summer programs for 21st CCLC students that mimic and build upon the Summer CTE internship opportunities based on the approved TEA Statewide Programs of Study (Education and Training; Architecture and Construction; Business, Marketing, and Finance; and Manufacturing) for high school students and create a middle school summer camp that provides a bridge experience for CTE and careers involving activities to familiarize the younger students with Garner ISD's P-TECH opportunities, which has been a challenge during the annual grade level expansion, starting with 9th grade in 2022-23. In addition, high school students in the P-TECH program will be provided time after school during homework to study for certifications and perform work that didn't fit into the school day. For high school summer ACE programming, students will be able to train with qualified Garner/Weatherford College CTE teachers for their 60 hours so they can move toward licensing or certification in an effort to get ahead for their career prospects after high school. This integration will focus on the high need jobs and certifications in the region as determined by the Texas Workforce Commission. These P-TECH wrap around strategies can be successfully implemented throughout after school and during summer as it supports current P-TECH students and those who still need career choices.

PRIORITY 2 - Garner ISD already incorporates during regular school day learning the use of several TEA approved High Quality Instructional Materials, including Amplify (K-2), ST Math, and Carnegie Learning. These same materials, whether online or in print, will be available and also used by ACE staff and the Accelerated Learning Interventionist (ALI). This program specialist will create individualized and small group improvement plans that integrate the usage of grade level/subject level appropriate HQIM, which will be used on a daily basis during the homework time or when small group high dosage complementary tutoring is provided to selected students. Once homework is completed, students will be provided technology to log into the HQIM/HIT products and other approved TEA curriculum for tutoring and based on the student's individualized learning plans. The intent is for this to adapt and accelerate learning for the students who continue to struggle the most, or are behind in their regular school day HB4545 tutoring by utilizing the best materials available. ACE staff will receive quarterly training on HQIM use.

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9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director who manages daily 21st CCLC program - also acts as site coordinator	\$60,000
2.	Teachers, TAs, Paraprofessionals and bus drivers - Extra duty time	\$132,450
3.	1 - FTE - Accelerated Learning Interventionist (program specialist) & 1 - PT Secretary	\$75,000
4.		
5.	Employee benefits - 18%	\$48,141

Professional and Contracted Services

6.	Professional Development - Classroom management - SEL activities, and lesson plans	\$10,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Educational/Enrichment Activities	\$22,000
12.	Program staff operations items - to monitor goals and objectives	\$2,009
13.	Parental involvement events and activities	\$11,500
14.	Technology items for students STEAM, robotics, coding, etc.	\$20,000

Other Operating Costs

15.	Travel - Student and family field trips and educational enrichment opportunities	\$15,000
16.	Nutritional snacks for parental involvement activities	\$1,000
17.	Travel - Students/staff to and from center sites and other travel to conferences	\$28,900

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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