



**2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 12, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: From **08/01/2023** to **07/31/2024** **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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 Debarment and Suspension Certification
 General Provisions and Assurances Lobbying Certification
 Application-Specific Provisions and Assurances ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

For TEA Use Only:

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

RFA/SAS #

2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1

Page 1 of 13

CDN 101910

Vendor ID 1746000895

Amendment # **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.

Please refer to this link for the chart graphic: https://www.galenaparkisd.com/cms/lib/TX02217083/Centricity/Domain/4/gpisd_Data.jpg

Galena Park ISD is a district of innovation, therefore is applying for the cycle 12 21st CCLC Grant to have the resources to provide a safe, supportive after-school / and summer school environment for our students to thrive academically, as well as socially. Data collected from Green Valley, North Shore, Pyburn, Tice, and Williamson Elementary Schools shows great needs for the students, and community for new learning centers. The needs assessment indicates vast needs for after-school and summer programs because GPISD students at the five selected campuses average 75% at risk of failing, surpassing state level numbers. The community stakeholders do not have the individual family resources (average 90.88% Eco-Dis). Within the five campuses that are in this grant request they had an average of 41.38% of English Language Learners. The schools selected for the grant had a cumulative average for students at meets grade level or above in Math at 39.2% and for Reading at 44.4%. The Chronically absent average for the campuses is 9.4%.

4 of the 5 campuses currently are using HQIM and are HIT campuses from TCLAS decision 11. All five campuses will utilize the smaller ratios and the HQIMs to enhance student learning. Working families needs a safe space for their students to be in while they are at work. Our students will be in physically safe, supportive environment that will be conducive for learning. Students will receive an after-school dinner provided by our nutrition department. Students will benefit from the extended school schedule, for continuity and according to research student can lose up to 40% of their academic learning over the summer break. Summer school will be offered to the same students who attend the regular ACE program during the school year. Students will be exposed to many STEM programs provided through our many vetted partnerships. During the summer and they will also receive robust enrichment programs covering fine arts, health, music, including a culminating program for parents to attend.

The needs assessment shows enormous needs for our school and community. Further, all five campuses combined have a total student population of 3,431 and almost 7% of the student population will be selected for the program. Although our needs are higher than the numbers to be served, the students will be prioritized by serving those with the greatest needs first. The criteria for selection includes but is not limited to attendance, academics, and family need for after-school care. The after school learning centers will also serve as a place for resources for family members. Adult family members will have access to resources for GED Classes, ESL classes, and other adult learning which will be made available through our county resources. Site Coordinators will meet with parents monthly for events, but will always offer community resources to any and all community members.

For TEA Use Only:

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

CDN 101910

Vendor ID 1746000895

Amendment # **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.

Among 21st CCLC participants, Galena Park ISD expects to see a 5% improvement in Reading assessment scores. The 21st Century program will allow students the opportunity for increased instructional time, along with the regular 45 minutes for tutorials after-school tutorials will provide remediation and enrichment in reading. Tutoring will focus on the clarification and enhancement of Galena Park ISD's scope and sequence. Further, (HIT) High Impact Tutoring, with a 1:3 teacher-student ratio offers smaller instructional settings for students to receive more individualized learning. This will also enable students to strengthen reading using a more blended approach. The district already uses Amplify for three yearly benchmark assessments for school students. Green Valley, Tice, Williamson, and North Shore Elementary Schools will be in their second year of the TCLAS 11 Decision grant. Pyburn Elementary will be in their first year using HQIM from Amplify. The other mentor (experienced) campus site coordinators and program specialist will help Pyburn with their set up and sustainment.

Among 21st CCLC participants, Galena Park ISD expects to see a 5% improvement in assessment scores. The 21st Century program will allow students the opportunity for increased instructional time, opportunities to grow in extracurricular areas of interest, and increased social-emotional skills. After-school tutorials will provide remediation and enrichment in mathematics. Further, (HIT) High Impact Tutoring, with a 1:3 teacher-student ratio offers smaller instructional settings for students to receive more individualized learning. This will also enable students to strengthen reading and numeracy using a more blended approach. The district already uses ST Math during the school day. This HQIM will continue during the extended day.

Enrichment opportunities will strengthen by 5% through various partnerships, as proposed by MECA which is a community-based non-profit organization committed to the healthy development of under-served & under-represented Programming rough arts and cultural programming, academic excellence, support services, and community building. This partnership will allow students opportunities to experience extracurricular activities that they might not otherwise be exposed to. Programs, such as theater and computer technology, will allow students to explore areas of interest at younger ages, providing seeds of interest that can grow as students matriculate through middle and high school. Galena Park ISD commits to providing after-school extracurricular activities that meet the needs requested by the community, while also allowing organizations within the community to partner with the district to strengthen school/district ties that connect students with the community in a more meaningful and engaging way. Discipline data will show a decrease in disciplinary infractions as student engagement / connections improve.

Family Engagement will improve by 5% through required monthly site events. All sites will host have monthly parent events, this has been an ongoing expectation however parents will complete surveys. The goal of Galena Park ISD is to have 90% parent satisfaction. Covered in parent events will be student performances, community resources for GED, ESL class. The survey data will be used to offer the types of resources and programing that parents want and need.

School day attendance will improve by 5%.by providing highly engaging activities, and strong parent partnerships school day attendance and ACE attendance will increase. As a part of the ACE program each campus will have their own mentoring program for students. In Galena Park ISD Boys and Girls clubs are mandatory, however teachers volunteer to become sponsors. Any student or parent who wants his / her student in the Boys and Girls club can ask for their student to participate. Students spend time with their mentors weekly, they attend a conference, take field trips to restaurants to learn etiquette. Principals also refer students to the program. This is a part of the SEL support offered to students. Male students also learn how to tie their ties. Teachers are encourage to meet with the students during ACE so that more students can participate.

For TEA Use Only:

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

CDN 101910

Vendor ID 1746000895

Amendment # **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.

Galena Park ISD has assembled a grant-planning team, consisting of the following team members: the Director of Grants, the Assistant Superintendent for school support, the Director for School Culture re, Deputy Superintendent of Instruction, the Chief Academic, and the Associate Superintendent for Elementary Schools. We currently have an independent external program evaluator, we are currently with Westat and would like to extend their services into the new grant if awarded. Furthermore, 21st CCLC site coordinators will meet monthly to ensure timely progress on each of the benchmarks outlined above. If the team determines that progress on any of the indicators is insufficient, they will have representation from all involved parties, ensuring the grant's success. Galena Park ISD will develop a continuing grant-monitoring process to include monthly progress reports related to grant implementation and financial spending. As part of the monitoring process, the monthly measures will be made available to the Superintendent for Admin Support. These quarterly reports will be reviewed by the Superintendent of School Administration and the Cabinet, thereby enabling oversight from senior leadership. Through this process, any delays in grant implementation will be quickly mitigated. The external, independent project evaluator, will use qualitative and quantitative data methods and analysis to gather and analyze data, assisting the 21st CCLC team in making informed decisions on program efficacy, and guiding progress measurement and program adjustment. During the project period, the team will consider data from test scores, attendance, disciplinary incidents and referrals, and participant feedback, as well as student voice and choice instruments and school leader recommendations. The external project evaluator will assist the Project Director in completing all reports as required by TEA.

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.

For TEA Use Only:

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

RFA/SAS # 701-21-102/180-24

2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1

Page 4 of 13

CDN 101910

Vendor ID 1746000895

Amendment #

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.

Galena Park ISD is proposing to operate five 21st Century Community Learning Centers consisting of four elementary campuses: Green Valley, North Shore, Pyburn, Tice, and Williamson. All four participating campuses are eligible for Title 1, Part A campuses. The four campuses serve approximately 3,431 students with 90.88% identified as economically disadvantaged, 75% at risk for not graduating, 41.4% English learners, and 9.4% chronically absent. 39.2% of students meet or exceed grade-level expectations in math, while 44.4% meet or exceed grade-level expectations in reading. Each identified ACE program will offer a variety of activities to support the academic achievement of all students enrolled in the program. The first hour of programming will offer academic support through homework zone and tutoring supported by school-day instructors. The second hour will consist of academic enrichment activities aligned to reading, math, science, and social studies TEKS such as book club, coding, hands-on literacy and math, robotics, Write Brain, etc. that are fun and engaging. Galena Park ISD is partnering in-house with the nutrition department during summer enrichment camp. The nutrition department will offer nutritious cooking classes and general nutritional activities for students. Each student will participate in a college and career class for one hour each week in preparation for identifying career goals for higher education or the workforce including speakers, research projects, virtual tours of colleges and careers, and the development of workforce soft skills. While all schools continue to struggle with the effects of COVID-19, we will support students' social, emotional, and mental health by dedicating 15 minutes each day to facilitating an SEL activity. The schedule will also include a 1-hour SEL class each week. The final hour will offer enrichment activities such as dance, martial arts, fine arts, theater arts, cooking, sewing, gardening, sports, STEM, financial literacy, etc. All activities will include a focus on literacy or numeracy to connect to the school day curriculum. The site coordinator will serve on the campus site-based decision-making committee. This will provide an opportunity to become part of the campus leadership team as decisions are made to accomplish program goals, expectations, and sustainability. The team will engage in collaborative dialogue identifying strategies to improve not only the goals established by the regular school day program but in collaboration with the ACE program. Data will be provided by external evaluators quarterly and shared with the team to assist in monitoring and adjusting components of the program and to measure progress over time. Parents will be updated on daily schedules, and will be provided interest surveys. Parents/ guardians will be invited to participate in family oriented projects and can participate in specific ACE community activities.

For TEA Use Only:

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

CDN 101910

Vendor ID 1746000895

Amendment #

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.

Geen Valley, North Shore, Tice, and Williamson Elementary School's ACE program will continue to use High-Quality Instructional Material (HQIM) and High Impact Tutoring (HIT) resources that are currently supported by TCLAS Decision 11 funding. This grant will extend the 1 teacher:3 students and 1 teacher:15 students' academic ratios. Pyburn will be a new site for our district. Galena Park ISD is a district of Innovation therefore Pyburn will have a new Arts Academy as well. This will be open to our local PNPs if they want their students to attend. Our ACE model will continue with high-quality academic support while expanding our robust enrichment activities that support-based strategies and practices that drive our work are supported by the Texas ACE Blueprint. The ACE program will be designed to support the District's vision of preparing students to become productive citizens and lifelong learners.

1. Lesson plans will integrate SEL (Social Emotional Learning) activities to assist in promoting self-awareness that involves personal goals, values, and understanding one's own emotions. Research has shown that after-school programs focused on social-emotional development can significantly enhance students' self-perceptions, school connectedness, positive social behaviors, school grades, and test scores while also reducing problem behaviors (Durlak et. al., 2010).

2. To improve student academic performance in reading and math, we will partner with school day staff to offer tutoring sessions based on data generated from report card grades and teacher-made/district assessment data. Individual learning plans will be created to customize learning opportunities. Research indicates that highly effective after-school programs align academic instruction with the school day curriculum and track program effectiveness and how personalizing instruction through small classes supports program success (Hanover, 2015). To ensure the implementation of high-quality instructional materials aligned with TEKS, staff will receive training and assistance in utilizing HQIM resources from ST Math and Amplify Reading to meet the academic needs of identified struggling students (Program Priority 1 -HIT High Impact Tutoring).

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.

Students at Green Valley, Pyburn, SJ Williamson, and Tice Elementary Schools will have transportation provided. Fifteen percent of participating students at Pyburn need transportation, while 30% of participating students at both Williamson and Tice need transportation. North Shore Elementary is a neighborhood school and does not need transportation. Students participating in the program at elementary campuses will have district-provided transportation available to parents who need assistance transporting their students home. At the end of the school day, the students will remain on campus; parents/guardians will either sign up for bus transportation or be responsible for picking up their students at the end of programming each day. Upon arrival, parents/guardians must exit their vehicle and enter the building to sign their student(s) out of the program for safety purposes. All site coordinators will maintain a student release information sheet completed by each parent/guardian prior to the start of programming identifying persons allowed to pick up students by presenting a proper picture ID. The process will be facilitated by all participating campuses. ACE transportation is currently being funded through ESSR funds, however this funding will end the 2023-2024 school year.

For TEA Use Only:

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

CDN 101910

Vendor ID 1746000895

Amendment # **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.

If Galena Park ISD is awarded the 2022-2023 Nita Lowery 21st Century Community learning center cycle 12 Grant, the project director will collaborate with the District's Director of Communications and Community Partnerships to create an informational flyer to be disseminated to staff, parents, students, and community members through such media as the district's website, campus webpage, Twitter, Facebook, district/community newsletter, etc. The grant will be announced at the next regular Galena Park ISD School Board Meeting. Beginning in June 2023, each participating campus will disseminate the notification of the grant award using the Community Newsletter, GPISD social media, and Galena Park webpage. A paper notification, written in English and Spanish, will be sent home with all students to meet the needs of the student population and working families. The communication provided to parents and community members will include the name and address of each participating school, registration information, district and campus contact info, a list of the most frequently asked questions (FAQ) for the targeted audience, and the date, time and location of the parent/guardian informational meeting. All documents will include ACE branding. The project director and director of communications will create a video to post on the website describing the purpose of the grant along with program goals and expectations, so parents will not view the program as a daycare center, but as a high-quality after-school program created to provide academic enrichment opportunities during non-school hours. To ensure parents/guardians are aware of the ACE program and its benefits, campus administrators, counselors, and teachers will be required to contact parents/guardians directly via phone calls, text messages, and emails, especially for students recommended to participate in the program.

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)

i. Currently, we do not use an organized volunteer system to support the ACE programs. However, the Galena Park district-wide PTA has expressed interest in supporting the ACE program. PTA can offer additional support when facilitating activities that require one-on-one assistance, such as cooking, sewing, arts and crafts, DIY projects, etc. Students from our Early College HS come to learning centers to mentor and tutor. The students can also receive needed hours for community service and educational programming hours. Lastly, The East Harris County Empowerment Center provides mentors, tutors, and community engagement projects for ACE.

ii. The screening process will follow the district's policy in two steps: 1. The use of "Raptor Visitor Management System" where parents present an official ID that will be scanned. The system provides an immediate alert to administrative and security personnel should a visitor be identified as a risk. 2. The district personnel services dept will facilitate a "Name-based Search" that includes a more comprehensive and thorough background check. Upon completion of these two steps, the person will be provided a special picture ID to be worn while volunteering in the ACE program. For security purposes, the IDs will remain on campus and issued to the volunteers upon arrival and collected upon departure. We hope the parent volunteers will see the value in supporting the students in the ACE program and continue to volunteer as their students move to the high school where the number of parent volunteers are very limited.

For TEA Use Only:

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

CDN 101910

Vendor ID 1746000895

Amendment #

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.

The 21st program will coordinate with the Title I program to provide transportation for program participants. Further, the site coordinator will coordinate with the campus instructional lead team to ensure state initiative such as HB 4545 are being done effectively. Also, ensuring Title funds are leveraged to recruit and sustain teachers for the smaller ratios. The site coordinators will also work with the Special Education Department, our district is currently serving 9.6% of the district population, to ensure that students receive all of the services and materials needed during the after-school program, as outlined in their IEPs. Finally, Galena Park ISD's 21st program will coordinate with Child Nutrition to leverage grant funding so that students will have a hot meal for dinner. These under-performing populations will be a focus of recruitment into the program, along with RTI tier and at-risk statuses. The 21st program will integrate with other TEA initiatives to improve student outcomes in reading and mathematics. Galena Park ISD's 21st program practices will also align with TEA's District Initiative, Districts of Innovation, through Galena Park ISD's School Redesign initiative. The 21st program will work in collaboration with Pyburn ES to implement an innovative redesign model of school improvement. Additionally, the 21st CCLC program will coordinate with Precincts 2 and 3 to ensure a constable deputy will patrol and visit school sites ensuring safety for participants. .

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.

The Galena Park ISD Superintendent and Board of Trustees are strong advocates of after-school programming and summer school, especially in support of students from low-income families and those at risk of failing. They have supported offering after-school programming and summer school for the past few years. If Galena Park ISD is awarded the grant, the goal is to continue to provide after-school programming beyond the grant period by implementing various strategies as outlined below. Capitalize on Funds Provided by the Grant.

1. Use grant funds to purchase instructional resources and materials that will be beneficial beyond the life of the grant. 2. Establish an advisory council to assist in creating a plan for identifying other sources that can assist in leveraging funds for program continuation. 3. Develop training modules from information gained from attending conferences to continue to support the development of front-line staff. 4. Solicit partnerships with local businesses and other entities located in and outside of the community that will offer long-term commitments. 5. Create a "train the trainers" model to build capacity among after-school staff.

Strategies to sustain program beyond grant period:

1. Design federal, state, and local funds to support the efforts of the ACE program, such as Title 1 for tutorials, Title IV for STEM, grants awarded to the child nutrition department offering gardening, nutrition classes, and snacks/ supper for each participating student, etc. 2. Recruit volunteers to share their expertise. 3. Obtain grants such as "Save the Children" and HCDE Partnership for After-school to support a fee-based program that will keep the cost to a minimum for parents/guardians. 4. Utilize the district after-school program representative to oversee the program. 5. Attend free training sessions offered by HCDE CASE program to build capacity of front-line staff. 6. Continue to create partnerships with local businesses and other entities to provide additional services at no cost to the district.

For TEA Use Only:

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

CDN 101910

Vendor ID 1746000895

Amendment #

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

Galena Park ISD being a district of innovation with a primary focus on excellence for all. Our vision is to enhance education in GPISD by working to expand community partnerships to generate and allocate resources on behalf and for the benefit of the students and staff of the Galena Park Independent School District in a manner that significantly enhances the classroom learning experience, and facilitates continued educational opportunities.

- MECA- is a community-based nonprofit committed to the healthy development of under-served and under-represented families through arts, and cultural programming, the promotion of academic excellence, support services, and community building. This partnership will expand beyond the one campus it serves.
- KidsXplore- is a local mobile unit with STEM activities for all ages. This partnership will begin during summer school in 2023. Please see letter of support attached to this document
- East Harris County Empowerment Council (EHCEC) – offers mentoring and community outreach for families in need; offers parent program “Empowered U.” ESL, GED, and citizenship resources for parents. this partnership will become active this upcoming school year. Please see letter of support attached to this document.
- Wendel YMCA – offering programs to parents in the community that will assist in meeting the basic needs of families while having a positive effect on their daily lives, especially following the impact of Covid-19 and the February 2021 freeze.
- The United Community Credit Union – will offer on-site financial dual language counseling by a certified Credit Union counselor. All activities and services are not currently available to students to be served and provided by each partner at no cost to the district, parents, students, and teachers. Many families within the schools and community are reluctant to connect with schools for various reasons. Our goal is to break the barriers that prevent families from attaining some of the most critical services.
- Harris County Precincts 2 and 3 - deputies on every campus and childcare center.
- Hope for the Holidays Partnership - Together, we provide a turkey and all the fixings for 200 families to have Thanksgiving dinner at home each year.

For TEA Use Only:

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

CDN 101910

Vendor ID 1746000895

Amendment # **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.

As recipients of the TCLAS Decision 11 grant we will leverage funding for the start-up of (HIT) High Impact Tutoring at Pyburn. The other three campuses will be in their second year under Decision 11. Also, the Covid-19 Pandemic (which is still ongoing) has challenged the teaching and learning process by requiring districts to identify unique and creative ways to approach learning using a hybrid model. This process required us to incorporate instructional strategies to improve student academic performance, attendance, school day behavior (whether participating in face-to-face learning or remote learning), and student engagement. To assist in achieving the desired goals, SEL (Social Emotional Learning) activities will be integrated into lesson plans to assist in promoting self-awareness that involves understanding one's own emotions, personal goals, and values. Research has shown that after-school programs focused on social and emotional development can significantly enhance student self-perceptions, school connectedness, positive social behaviors, school grades and achievement test scores, while reducing problem behaviors (Durlak et al., 2010). Staff will receive training to effectively deliver such activities that can also have a positive impact on discipline. If students have an outlet to deal with personal feelings and issues that interfere with their learning, they will become more academically and socially successful in school. This process can reduce the number of office referrals which can evolve into school suspensions. If students are suspended from school, they are missing instructions needed to close learning gaps.

To improve students' academic performance in reading and math, the ACE program will partner with school day staff to offer tutoring sessions based on data generated from the nine-week report card grades, teacher-made assessment data, and district-created assessment data. Individual learning plans will be created for each student participating in the tutorial groups to customize learning opportunities and support the attainment of academic goals. The individual plans are just another tool for monitoring and adjusting the academic program based on the needs of each student. The SEL Director will provide trainings to help tutor meet the SEL needs of struggling students. Through use of Amplify Reading and ST Math programs, the lowest-performing students will be targeted with intensive 3:1 small group interventions 3x per week with 30 minutes spent on each program. We will use district and state testing results to identify targeted students who will then be grouped based on current ability/level; these groups will be adjusted as time goes on based on each student's individual progress.

The ACE program will also provide additional activities such as theater arts, martial arts, dance, financial literacy, college and career readiness preparation, soccer, physical fitness, literacy and numeracy engagement, STEM, tech programs, etc. to reinforce and complement the regular school-day program while encouraging student engagement. For students to participate in all ACE program activities, students must be in attendance during the regular school day. If students are absent during the school day, they will not be allowed to attend the ACE program. The plan is to encourage students to strive to attend regular school each day to increase the overall daily attendance rate at each campus. Attendance rates have decreased from an average of 96% to 94% due to COVID-19; however, we hope the ACE program will be a catalyst to motivate students to attend school on a regular basis, helping to increase the schools' attendance rates to 97% or higher.

To aid in attaining our goals, we will provide parents opportunities to participate in a variety of activities, such as learning strategies to support literacy and numeracy, how to identify bullying, social media safety and security, nutrition, health and wellness, financial literacy, ESL classes, etc. to support student learning and engagement. Parents will be expected to attend a minimum of two events each semester and complete a survey following each event to provide feedback on their experience. This process will help improve parenting skills in a safe and productive learning environment.

For TEA Use Only:

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

CDN Vendor ID

Amendment #

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" value="515"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="0"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,281,600"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="0"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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

CDN 101910

Vendor ID 1746000895

Amendment #

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.	Teachers	\$503,000
2.	Program Specialist	\$82,000
3.	Site Coordinators (5) @ \$65,000	\$325,000
4.		
5.		

Professional and Contracted Services

6.	Vendors	\$85,000
7.	Support Amplify & ST Math	\$20,000
8.		
9.		
10.		

Supplies and Materials

11.	Amplify Kits	\$15,000
12.	ST Math	\$6,000
13.	Teacher supply store, Lesson Plan materials: cooking etc, parent events	\$91,133
14.		

Other Operating Costs

15.	Osti-con Conference- mileage-other conferences	\$30,000
16.	External Evaluator	\$45,000
17.	Program Specialist - project meeting travel	\$10,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$69,467

TOTAL GRANT AWARD REQUESTED: \$1,281,600

For TEA Use Only:

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

CDN 101910

Vendor ID 1746000895

Amendment #

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"/>	

For TEA Use Only:

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