



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

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

NOGA ID

Application stamp-In date and time

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

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

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

Grant period: From 07/01/2021 to 07/31/2022 **Pre-award costs:** ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

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 _____.

3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
62% of GISD learners are at-risk of school failure. Over 50% of economically disadvantaged, ESL/bilingual, and Special Education learners failed to approach TX standards on reading & writing sections of STAAR. At-risk learners need extended time in literacy learning.	GISD will operate 7 ACE centers. GISD & ACE staff will evaluate and identify most in need students. Site Coordinators will increase frequency or dosage of academic tutorials. ACE will work with a library partner to develop TEKS based lessons and learning kits, integrate literacy skills into lessons, and sponsor book clubs. Grades, Renaissance STAR, & STAAR scores will be used to monitor/evaluate achievement.
In 2019, over 30% of ECD, ESL, & Special Education students in GISD did not meet Texas standards in math or science. Learners need enrichment to master content and enter secondary STEM career pathways.	At-risk learners will be targeted for ACE. GISD & ACE staff will evaluate and identify students. A STEM specialist will facilitate TEK based enrichment projects exploring STEM topics and careers. Technology will be used to extend and share learning. Grades, REN 360, and STAAR will be used to monitor and evaluate achievement.
22% of Greenville families live below the poverty level. Families struggling with language barriers (44%), limited education (48% GED, 12% bachelor degree); and high unemployment rates (32%) need support to improve student engagement and success in school.	Families in need will be targeted based on community data and parent surveys. A Family Engagement Specialist will coordinate GISD, ACE, and civic activities; facilitate services to meet academic, physical, social, and emotional needs; and collect feedback from participants. Attendance, discipline incidents, promotion rates, and graduation rates will be used to monitor and evaluate success.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

SMART Goal: 70% of Greenville Independent School District (GISD) students regularly participating in a high quality K-12th grade Texas ACE program will improve academic achievement and school success as evidenced by approaching reading and math achievement standards on the State of Texas Assessment of Academic Readiness (STAAR) in grades 4-8, and meeting Foundation High School Program requirements in grades 9-12 to graduate prepared for postsecondary education or the workforce.

Objectives to meet goal: (1) Increase academic achievement in reading and math; (2) Decrease absences and disciplinary incidents, suspensions, and placements; (3) Improve grade point averages and on-time promotion; (4) Increase graduation rates.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

(a) Staff recruited and hired; (b) Strategic Action Task Force formed and meets to conduct needs assessment and refine Logic Model; (c) Strategic Plans revised and submitted to TEA; (d) Leaders attend TEA training in August; (e) Student recruitment criteria submitted; (f) Targeted students recruited; (g) Planned Partnership programming finalized; (h) Staff attends weekly planning to monitor academic, attendance, behavioral data and to develop lessons; (i) Lesson plans turned into ACE and TEA; (j) ACE Blueprint used to implement high quality academic, enrichment, family engagement, and college to career activities; (k) Observations conducted utilizing ACE forms, indicators, and rating scales; (l) Data reported using TX21st and PEIMS; (m) TEA monitors project spending; (n) Stakeholder surveys and focus groups conducted; (p) Fall Quality Monitoring Data collected in October 2021.

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

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

(a) TEA guides Strategic Task Force in analyzing fall data; (b) Action plans revised to improve implementation and meet performance benchmarks; (c) TX ACE training and resources identified to improve implementation and participant outcomes; (d) TEA capacity development coaches support implementation and document progress; (e) GISD and ACE staff attend weekly planning to monitor academic, attendance, and behavioral data and develop intentional literacy infused lessons; (f) Lesson plans turned in to ACE weekly; (g) ACE Blueprint used to implement high quality academic, enrichment, family engagement, and college to career activities; (h) Participants attend programming 15 hrs/wk for 18 weeks (i) Observations of instruction conducted; (j) Targeted students recruited on ongoing basis; (k) Project and student data collected daily (TX21st) and quarterly (PEIMS); (l) Data and spending analyzed monthly by TEA; and (m) Winter Quality Monitoring Data collected in February 2022 and submitted to TEA.

Third-Quarter Benchmark

(a) TEA guides Strategic Task Force to analyze winter data; (b) Personnel, training and resources identified to improve participant outcomes; (c) Action plans revised to improve implementation and meet site goals; (d) Capacity development coaches support implementation and document progress; (e) ACE Staff meets weekly with GISD and partners to monitor academic, attendance, and behavioral data and develop literacy infused lessons; (f) Lesson plans turned into ACE weekly; (g) ACE Blueprint used to implement summer programming 24 hr/wk for 6 weeks; (h) Participants attend academic, enrichment, support, and college to career activities; (i) Leaders conduct observations utilizing TX ACE tools; (j) Project and student data collected using TX21st; (k) Stakeholder surveys conducted; (l) Use of grant funds analyzed by TEA; (m) Spring Quality Monitoring Data collected in April 2022; (n) ACE Evaluation conducted; (o) ACE publishes evaluation results and begins the ACE planning process for 2022-23.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The GISD ACE program strives to ensure all children leave the district with a strong educational foundation which will allow them to pursue college and the workforce. Each year, the ACE Strategic Action Task Force conducts a needs assessment and refines the logic model which matches student and family needs to measurable program goals. The framework also visually outlines goals, inputs, outputs, and expected outcomes to achieve each program goal. The leadership team uses GISD ACE program's theory of action to plan, implement, communicate, and evaluate the program. "Students in need, spending additional time in well-structured and aligned after school activities, taught by qualified personnel focused on four evidence-based components will yield improvement in academic performance, attendance, behavior, promotion, and graduation rates of students". Once the ACE Plan has been established, the task force meets with the campus improvement committee at each site to review school priorities and revise the center's Strategic Action Plan to meet the needs of students, families, and the community.

Each year, the Project Director leads the staff in using the Quality Assessment Process to monitor implementation of four evidence based components as specified in the ACE Blueprint. An ACE Online Portfolio of data, information, and participant feedback are submitted to TEA in the fall, winter, and spring. After each submission, trained TEA monitors lead project teams in utilizing the capacity development process to improve center operations and program delivery. In addition, the academic scores of students with regular attendance are analyzed each quarter. For example, in 2019, 52% of high need 3rd graders did not approach grade level achievement standards on the reading section of STAAR. To meet expectations, training sessions focusing on grade level TEKS were conducted and weekly reading tutorials instructed by certified teachers were increased. As a result, 76% of ACE students have reached grade level fluency standards. At the end of each year, an ACE Evaluation is conducted to determine the impact of ACE participation on student academic performance indicators. The information is used to inform the planning process for the upcoming school year. The continuous improvement cycle guarantees program efforts are focused on effective strategies which can be sustained over time to achieve student and school success.

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

8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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

9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

A. NEEDS ASSESSMENT: In 2020, the ACE Strategic Action Task Force composed of ACE and GISD educators, improvement team representatives, parents, educational partners, and community members conducted a Texas ACE needs assessment. The team worked with TEA technical assistance to analyze quantitative and qualitative data from the annual Greenville ISD (GISD) needs assessment, Cycle 9 Texas ACE evaluation reports, and Additional Day School Year (ADSY) program reports. The team also reviewed student academic grades, state assessment scores, attendance rates, behavior incident reports, promotion rates, and graduation data. The committee took into account stakeholder feedback from GISD, ACE and ADSY surveys. Using the information, the committee identified a need to operate ACE at Bowie, Carver, Crockett, Lamar and Travis to serve K-6th grade students and Greenville Middle and High Schools to serve 7-12th grade students. 65% of student are from campuses in targeted or comprehensive improvement. Each school serves more than 62% at-risk learners. The Texas average is 50%. Once schools were identified, the team worked to review campus improvement plans and developed an ACE Strategic Plan for each site.

B. STUDENTS SERVED: The Strategic Task Force found 74% of GISD learners qualify for free or reduced lunch, 23% of GISD students speak English as a second language, and approximately 10% of learners at each campus qualify for Special Education or 504 services. "Most in need" students were identified for ACE based on academic, attendance, behavior, and graduation data: (1) In 2019, 49% of economically disadvantaged (ECD) students, 55% of English language learners (ELL), and 32% of Special Education approached Texas standards on STAAR Reading. In writing, 51% of ECD, 47% of ELL, and 21% of Special Education learners approached state standards. ACE reading/ELA components will be integrated into all core academic activities to close achievement gaps in reading and writing. (2) GISD offers early college and CTE programs in STEM fields. The task force found 32% of GHS students graduate with college credits and 61% of learners completed CTE sequences, but 16% of targeted students earned dual credit and no students earned a Level I or II industry credential. Also, the highest absenteeism and behavior incidents are reported for ECD learners. Students and civic partners will design STEAMER projects to solve community problems. The STEM specialist will integrate math and science TEKS into projects. Student engagement will improve attendance, behavior, and career readiness. (3) Census data indicates 22% of Greenville children live below the poverty level. ACE and partners will provide targeted and ongoing support in meeting housing, health, and adult education needs based on interview, survey, and focus group feedback.

C. RECRUITMENT: Elementary ACE centers will serve 100-140 students. Secondary centers will serve 80 students. ACE learners will represent 25% of district ECD and ELL populations, and 30% of students receiving Special Education or 504 services. Principal, teachers, and ACE staff will recruit students qualifying for free or reduced lunch, ESL/bilingual, 504, and/or Special Education services who: struggle academically, are at in danger of not being promoted to the next grade; are at-risk of not graduating, or who have not graduated. In addition, targeted student groups who do not attend school regularly and/or need support with their behavior or socio-emotional skill sets will be actively recruited. Students most in need will be identified through student GPA, STAAR scores, attendance, and discipline placements, as well as parent, educator, and administrator referrals. During school, student attendance, discipline incident reports, grades, and referrals will be monitored to continuously recruit high need learners. Electronic Texas ACE resources including email messaging, on-line enrollment, digital outreach materials, and virtual training and learning sessions will be used to recruit and serve all families including those who work outside the home. Community partners including the YMCA, Drug Free Greenville, and Harrison Library encourage students to enroll in ACE. Stakeholders recognize the benefits associated with participation in the outstanding after school program and enthusiastically support the recruitment and retention of ACE students.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

(1) Growth in State Assessment-Reading: GISD data indicates the 33% of students who are not reading on grade level by the end of 3rd grade experience achievement gaps which widen as the student continues through school. By high school, only 53% of ECD, 48% of ELL and 36% of Special Education students approached state standards on the English II end-of-course exam. To improve reading abilities, ACE educators will collaborate with district specialists and library staff to integrate literacy TEKS into each K-8th grade academic and enrichment activity. In grades 9-12, Reading/ELA tutorials will be increased by 45 minutes per day. ACE will also provide on-line videos and support for families learning from home. SMART Goals: 90% of K-2nd graders regularly attending ACE will improve reading achievement as evidenced by showing growth on the reading section of the Renaissance STAR. 70% of students regularly attending ACE will improve reading achievement as evidenced by showing growth on the reading/language arts section of the State Assessment of Academic Readiness (STAAR) in grades 4-8 and will meet standards on English I and II exams in grades 9-12. (2) Growth in State Assessment-Math: In 2019, more than 30% of GISD K- 8th graders failed to approach standards in math on the STAAR and 20% of 9th-12th graders failed to pass the Algebra 1 STAAR end-of-course exam. Academic and enrichment activities for grades K-12 students will be restructured to build math fluency and include word problems. CTE, STEM Academy, and Robotics Club educators will design STEM projects that require students to find mathematical and scientific solutions to real-world problems as they explore topics such as gardening, podcasting, health care, engineering, and coding. Math Mango will be used to provide differentiated instruction for struggling learners. SMART Goals: 80% of K-2nd graders regularly attending ACE will improve math achievement as evidenced by showing growth on the math section of Renaissance STAR. 80% of students regularly attending ACE will improve math achievement as evidenced by showing growth on the math section of STAAR in grades 4-8, and end-of-course Algebra I exam in grades 9-12. (3) Improved GPA: GISD data indicates more than 50% of high need learners in grades 7-12 failed to pass a core subject course during the fall semester of 2020. Certified ACE educators will conduct TEKS based academic activities before school to build understanding, close achievement gaps, and improve classroom performance. ACE homework tutorials will be held immediately after school to support mastery of key classroom concepts and ensure at-home assignments are completed. Saturday and summer academic offerings in each core subject will be designed to scaffold knowledge and skills to achieve grade level mastery. SMART Goal: 80% of ACE 7th-12th graders who regularly attend ACE programming during school and summer sessions and have a prior year an unweighted grade point average (GPA) less than 3.0 in May of 2021 will improve academic performance as evidenced by an increased GPA in reading/ELA and math by May of 2022. (4) Increased Attendance: Family members serve on ACE strategic teams to plan activities and events matching the personal interests and needs of each child and the school community. Students have voice and choice in selecting programming to attend each day. The Family Engagement Specialist will link parents with services that meet social, economic, and medical needs of family members to keep students healthy, happy and in school. A 100 day attendance competition and celebrations of success will be held when goals are achieved. SMART Goal: 50% of 1st-12th grade students regularly attending ACE during the school and summer sessions who had a school-day attendance rate at or below 90% in 2020-21 will increase school attendance to at least 95% in 2021-22. (5) Improved Behavior and Engagement in Learning: Support programming for students is designed to combine athletics and socio-emotional learning (SEL). Center staff trained in TRIBES will guide ACE participants in developing leadership traits essential to goal setting and personal responsibility as students compete in activities such as attendance incentive programs, obstacle courses, scavenger hunts, and athletic competitions. Family members will participate in counseling, parenting training and volunteer training to develop SEL traits that assist them in guiding their child to stay in school, avoid negative influence, and contribute. SMART Goals: 90% of 1st-5th graders regularly attending ACE will improve engagement in learning as evidenced by teacher survey data reported in May 2022. 80% of 1st-12th graders regularly attending ACE who have a record of school suspensions in 2020-21 will experience a decrease in in-school suspensions as reported in PEIMS during the 2021-22 school year.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

Greenville is a high poverty community located in Hunt County of Texas. Less than half of residents in the county are employed. Almost 70% of residents hold a high school diploma and 21% percent have earned a bachelor degree. Healthcare and advanced manufacturing industries are targeted occupations of the region. Both industries require STEM industry credentials and/or college degrees. GISD has developed career and technical education (CTE) career pathways including a Health Science certification program, Nursing Academy, K-12 robotics program, STEM Academy, and a 9-14th grade Aerospace Engineering PTECH. District data indicates GISD early college initiatives were successful in preparing 67% of the general population to enter college, a career, or the military in 2019. However, only 58% of educationally disadvantaged, 53% of English language learners, and 50% of Special Education students graduated prepared to enter postsecondary education or training. **STUDENT SUCCESS:** To increase student achievement and the number of high need students entering and succeeding in rigorous STEM pathways, GISD will offer the ACE program in Bowie, Carver, Crockett, Lamar and Travis Elementary Schools and Greenville Middle and High Schools. 488 of the 750 students served (65%) are enrolled in schools qualifying for targeted or comprehensive support in 2021. Centers will be located on the campuses served to ensure a safe, familiar, and appropriate learning environment. Each ACE center will provide 15 hours of programming outside the school day for 33 weeks of the fall and summer terms to increase mastery of grade level content, goal setting and leadership skills, attendance and positive behavior rates, and academic achievement scores. In addition, 30 hours of weekly programming will be provided during the 6 week summer term to retain academic growth and prevent summer slide. Certified teachers have been selected to deliver TEKS based lessons using differentiated instruction: 1) Academics: K-5 ACE students will be expected to attend at least 45 minutes of tutorials and 6-12th graders will attend at least 60 minutes of tutorials daily. High performing campus teachers will develop intentional lessons that identify student needs and scaffold learning to meet classroom expectations in reading, language arts, writing and math. 2) Enrichment: ACE programming in Science, Technology, Engineering, Art, Math, Mindfulness, Enrichment, and Reading (STEAMER) will be project based to improve math and science achievement and to inspire creativity, imagination, problem-solving, and self-awareness through fun and interactive games, projects, and service learning opportunities. The Harrison Public Library will serve as an adjunct site for the program and host a Leap into Science enrichment program during the summer term. 3) Academic Support: The Family Engagement Specialist will host Parent University to communicate school expectations, information, and resources that empower families to support academic success. The FES will link families to social services to meet basic needs enabling students to attend and succeed in school. 4) College and Career: ACE activities will be designed to build workforce skills such as resilience, confidence, and problem solving as learners explore talents, visit GHS early college and CTE programs, and work with civic leaders to serve the community. **GISD/ACE ALIGNMENT:** The Executive Team will confer with specialists from the Teaching and Learning, Bilingual, Special Education, and Health Services departments throughout the year to align ACE priorities with district curriculum and school improvement initiatives. Harrison Library will collaborate with ACE to integrate literacy and research skills into academic activities and host Leap into Science events. The GISD technology department will support ACE staff in maintaining a Facebook site and YouTube learning channel to provide instruction during summer and school closings. Paris Jr. College and Texas A&M Commerce will provide career exploration, exam preparation, and dual and technical credit opportunities. The GISD PRIDE program will offer adult basic education, parenting, fitness, and workforce preparation courses. **OVERSIGHT:** A Project Director, Site Coordinators at each center, Family Engagement Specialist, and STEM Specialist will manage ACE. The full time staff members will use the ACE Blueprint, Texas ACE tools and TEA guidance to implement a high quality program. The Program Director will oversee planning, development, implementation, and evaluation, as well as, staff supervision and program reporting. Site Coordinators will manage each center including scheduling activities, events, and training; facilitating team meetings; conducting observations; reviewing lesson plans; and collecting and reporting data. Family Engagement and STEM Specialists will support educators in designing effective academic and support activities for students and family members to improve engagement, achievement, and overall success.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

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

W. Walworth Harrison Public Library will partner with Greenville ISD to implement the ACE Afterschool Program. The public institution is an eligible community based organization. The mission of GISD is to prepare, inspire, and empower students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society. The mission of the Harrison Public Library is to provide equitable access to the evolving world of information, education, and leisure, which will enhance the vitality of life in the City of Greenville, Texas, and the surrounding communities. To meet collaborative goals of student success in school, college, and a professional career, learners must develop information, media, and technology literacy skills. During 2016, the public library established a partnership with GISD to implement a Cycle 7 Texas ACE program. The partnership between the school and library leverages the highly trained librarians and high quality literacy resources of the library system to enhance ACE extended day academic, enrichment, and family engagement programming. Library staff members and GISD educators serve on the Strategic Action Task Force to plan for student success, to design ACE to meet the shared goals of each public institution, and to integrate ACE activities into operations to ensure sustainability.

In 2020, approximately half of high need 3rd graders in GISD approached standards on the reading section of STAAR (52% ECD, 50% ELL, and 40% Special Education. District data indicates achievement gaps of struggling readers widen as they pass through grade levels. These learners are at high risk of disengaging from classwork and dropping out of school. To meet the collaborative goal of developing responsible citizens who contribute to the economy of the town and region, librarians will provide consultation with project educators to integrate literacy and writing into ACE academic and enrichment activities. Librarians will also confer with project educators during Stand Up meetings to select books for the ACE literacy library based on genre, focus, interests, and reading level. At the adjunct site, students and parents will engage in a family engagement literacy project, Leap into Science, to support the development of literacy and STEAMER skills. Each summer, families will be invited to attend ACE learning activities at the partner site including book clubs, read-aloud sessions, journaling activities, and fine arts enrichment.

There is a digital divide between economically disadvantage learners and their more affluent peers. To improve student attendance in school and after school activities, engage students in learning, and develop 21st century workforce skills, ACE activities require use of technology devices and applications. Recently, as the coronavirus pandemic forced school closure, ACE students relied heavily on library access to computers, Internet services, research resources, and learning applications not available at home. During this time, librarians worked as a team with ACE educators to offer technology education programs to support family use of digital resources, to develop online communication strategies using Facebook, to offer remote learning activities through a YouTube channel, and to deliver hand-on STEAMER kits to improve student mastery of rigorous asynchronous learning content.

The W. Walworth Harrison Public Library has entered into a partnership agreement with GISD to implement the proposed Texas ACE, Cycle 11 program. The partnership is both appropriate and mutually beneficial to students, families, and educators in achieving student success goals on the K-12 pipeline to high school graduation, entrance into postsecondary education, and employment in a high demand career of the region.

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

9. Statutory/Program Requirements (Cont.)

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

The GISD ACE program will integrate evidence based ACE Blueprint components with research-based educational practices proven to enhance student performance and achievement: (1) Site Coordinators will oversee day-to-day activities to ensure ACE components are implemented with fidelity. The full time staff members will also serve as adult advocates to support learners in setting and meeting personal goals.(2) Students will attend ACE activities for at least 45 days of each academic term and 12 days of summer. Educational research indicates extended time in grade level content improves student performance in the classroom and achievement on state assessments. ACE Site Coordinators will participate in training to guide the development and implementation of intentional lessons using the ACE template. Site Coordinators will meet with educators across sites and grade levels to develop SMART goals and TEKS based lessons that spiral learning from basic concepts to high level application of skills. Librarians will work with educators to use leveled readers and guided reading practices to improve fluency and comprehension. GISD specialists will work with ACE instructors to integrate the writing process into activities to practice, reinforce, and improve literacy skills. (3) GISD has a world champion robotics team and is in the process of developing a K-12 STEM curriculum to prepare students to enter STEM early college programs. A STEM specialist will guide the design and implementation of STEAMER lessons, enrichment activities, and service learning projects that inspire students to develop teamwork and critical thinking skills as they build math and science competencies for the 21st century workplace. (4) Student voice and choice will be used to promote interest in learning and support positive behavior. Parents and students will work with project staff to co-design ACE menus, schedules, and activities. TRIBES strategies will be integrated into planning to develop independence, individual accountability, and social interaction skills. Research indicates these skills are essential to developing the confidence and assertiveness to set realistic goals, build on accomplishments, and achieve personal success. The use of research and evidence based practices to implement academic, enrichment, college preparatory, and support activities will ensure ACE participants develop the skills to succeed in school, the workplace, and life. We build people!

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

The Greenville ISD Transportation Department operates a fleet of school buses and transportation services in compliance with all related local, state, and federal statute and guidance. Each GISD ACE center will be located on the student's home campus. Students eligible to ride the bus will attend ACE before school activities when they arrive at school. Families will pick up students when ACE activities conclude at the end of the day. Grant funds will be used to pay compensation for bus drivers employed to drive routes and transport ACE students to field trips. ACE students will also be provided transportation from the centers to adjunct sites for specialized events. For example, district busing will be used to transport ACE learners to the District Educational Networking Center (DEN) when Saturday programming cannot take place at independent ACE centers because of facility size limitations. Bus transportation will also be provided from ACE centers to the Harrison Public Library to enable students to attend Leap into Science programming. All ACE staff and students will wear a name tag while in the center and on school buses. This will allow ACE staff and bus drivers to identify students, address positive and negative behavior, and ensure safety while participating in ACE activities. The Site Supervisor will communicate with the Transportation office to resolve bus issues including failure of students to observe bus rules. During the pandemic, students will be required to wear masks and apply approved hand sanitizer when boarding school transportation. Buses will be sprayed inside with sanitizer after morning and afternoon routes. Because each ACE center will be located in a neighborhood school, to reduce the chance of contracting Covid-19, families will be encouraged to drop students off, carpool, or walk with their student to the ACE centers.

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

9. Statutory/Program Requirements (Cont.)

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

The Greenville ISD Afterschool Centers on Education will disseminate information to families about the community learning centers and promote ACE activities in the summer of 2021 and throughout the project period. Texas ACE templates customized to each center will provide the nature of ACE activities, the location of the center, hours of operation, and local center staffing. Texas ACE branding will be used in all materials and promotions to provide families information about the nature and characteristics of the statewide program and to create awareness of a full spectrum of ACE services. All materials will be provided in English and Spanish.

ACE information will be distributed at each participating campus and will be publicized on the Greenville ISD website. Social service agencies including Community Seeds, Clark Street Christian Church, Hope Center of Greenville, Drug Free Greenville, and Hunt County Shared Ministries will publicize ACE events and services to link families with health, food, and housing opportunities. ACE partners in education such as the Harrison Library, GISD PRIDE Center, GISD Bilingual Department, Paris Junior College, and Texas A&M will publish enrichment, adult education, and postsecondary course information and schedules. Community partners hosting ACE programming such as the YMCA and the Boys and Girls Clubs will publicize ACE activities and competitions at each community center. The ACE Facebook page was developed to communicate information about virtual classes, At-Home learning kits, and ACE events in a manner that is understandable and accessible during the pandemic and school closings. The site is also used to post student products such as robots, meals, and compositions developed during on-line lessons or by completing ACE At-Home kits. The Facebook page will also used to host activities such as "Lights On!" and celebrations of achieving academic and attendance goals. ACE program information will be shared with stakeholders throughout the year in teacher conferences, campus events, and GISD Lion newsletters. ACE Logic Models, Strategic Plans, and Evaluations will be published on the GISD website and ACE Facebook page.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

GISD will coordinate all grant funds with appropriate local, state, and federal funding revenues to maximize academic, enrichment, support, and college preparatory activities. GISD has dedicated district and campus personnel, training opportunities, libraries, gyms, and technology labs to implement a high quality ACE project. In addition to personnel and resources, GISD administered assessments (Renaissance STAR, STAAR) and data systems (Eduphoria) will be used to collect and report academic growth and achievement data for ACE participants.

Educational research indicates students from low-income backgrounds score below their affluent peers on assessments of reading and math. One of the factors attributed to lower performance levels is a decline of academic skills that occurs over the summer months when school is not in session. In GISD, 57% of economically disadvantaged learners approached state standards in reading compared to 70% of all students. In math, 67% of ECD learners approached standards, while 72% of all students met state standards. ACE staff will work with GISD leaders to integrate ACE, TEA, and local summer learning programs. Funding, training, and resources from each program will be coordinated to provide a full schedule of summer learning opportunities designed to reduce the impact of summer slide, improve student achievement, and prepare students for secondary CTE career pathways.

(1) GISD receives Additional Day School Year (ADSY) funding for elementary school summer school. The two programs will collaborate to integrate ACE academic, enrichment, academic support, and college preparation activities into the ADSY summer school curriculum; (2) GISD offers a K-5 ESL/bilingual camp in the summer for qualifying students. English language learners will be eligible to attend both summer programs to improve reading and language skills; (3) Carver Elementary hosts a K-5 Kids Summer Program and a 5th grade Student Success Initiative Boot Camp for students failing to master grade level content or meet state standards during the school year. ACE students will be eligible to attend the supplemental program(s) based on identified learner needs.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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

Greenville ISD is committed to establishing ACE as a school improvement initiative of the district to ensure the afterschool program is integrated into GISD leadership, curriculum, and operations in the years after the project period ends. ACE goals, activities, personnel, resources, and expected outcomes are included in annual District and Campus Improvement Plans. GISD leaders across all departments have been allocated to support ACE project planning, implementation, and evaluation. ACE programming established supports such as Harrison Library Leap into Science and book clubs, YMCA physical fitness programs, and Drug Free Greenville youth awareness activities have been developed in collaboration with district initiatives to ensure sustainability. The GISD Assessment and Accountability Team works with ACE staff to identify data reports to be used in monitoring and evaluating student growth and achievement, attendance, suspensions, as well as, promotion and graduation rates. The Director of Finance works with the Project Director to develop and monitor an annual ACE budget that meets the needs of the program, maximizes district funding sources, and conforms to state and federal guidelines.

Greenville ISD is a District of Innovation. GISD has established numerous school improvement programs through grant funding to improve student performance and achievement. Related innovations include a fee-based After the Bell program, an award winning K-12 robotics program, a K-12 STEM Academy, and a secondary school PTECH for STEM career pathways. The district is a regional leader in partnering with Paris Junior College and Texas ATM Commerce to establish college awareness, preparation, CTE and early college degrees resulting in industry certification(s) or postsecondary credits/degrees upon high school graduation. Integration of the project into the work and systems of the district to meet the district's student achievement and workforce success goals will ensure ACE continues to build students, families, and the community beyond the project period.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

Parents and community members currently volunteer in ACE to prepare instructional materials for lessons and to set up classrooms, gyms, and technology labs for activities, meetings, and presentations. In addition, high school students in the Ready, Set, Teach career pathway volunteer in ACE centers as "reading buddies" to gain observation hours for dual credit coursework. The GISD Texas ACE project encourages volunteer participation to build shared responsibility and accomplishment in the success of the students and school.

Recruitment: The Project Director, Site Coordinators, STEM Specialist, and Family Engagement Specialist will recruit volunteers during the registration process and throughout the project period. Parents will automatically receive a volunteer application to fill out when they complete registration for ACE. The Project Director will work with the Director of CTE to schedule high school volunteers during the first weeks of school. Volunteer candidates will fill out a "Greenville Independent School District: Application for School Volunteer" form and submit it to the Site Coordinator at the ACE center where they wish to volunteer. The completed application will be sent to the GISD Human Resources Department. Qualified persons will be approved to serve as volunteers based on meeting district guidelines including a criminal history check. Once the application is approved, the Site Coordinator will contact the volunteer and make arrangements for their involvement in the ACE Program.

Screening and Placement: All GISD volunteers work under the direct supervision of the Campus Principal. Volunteer workers will enter the campus through the office and document participation hours by signing the "ACE Volunteer Sign-in/out" sheet. The Site Coordinator will keep a copy of all volunteer applications and participation at the center. ACE will follow all district guidance and restrictions concerning volunteer programs in the district at all times. At the present, volunteers are not allowed on GISD campuses due to the pandemic. The GISD system developed for recruitment, application, and documentation of volunteers will provide the appropriate screening and placement of volunteers to ensure ACE centers are safe environments conducive to learning.

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

9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

ACE program evaluations indicate positive student outcomes are related to the extent of student participation in the program. TEA has set research-based guidelines specifying the number of hours and days students must attend ACE to positively impact academic achievement. The Greenville ISD ACE program will follow the prescribed guidelines to promote student success. Each GISD center will provide 45 minutes of academic activities before school begins and 2 hours and 15 minutes of academic, enrichment, support and college preparatory activities. Each center schedule will provide daily ACE programming during 15 weeks of fall 2021, 18 weeks of spring 2022, and 6 weeks of summer 2022. The GISD Texas ACE centers will implement research-based strategies to positively impact attendance and academic achievement over time. ACE staff members will have constant contact with GISD personnel and families to identify students most in need of the ACE programming. The program will be introduced through the school website, PTO meetings, and new student enrollment documents. Referrals will be solicited from parents, educators, counselors, and social workers. ACE centers will elicit student voice and choice. Student interest inventories, informal conversations, student focus groups, ticket outs, and journal reflections will be used to reflect student needs and interests in the daily schedule of activities. GISD ACE centers will motivate student attendance through an incentive program co-created by ACE participants, the 100 day challenge. Celebrations of success will be led by students to build leadership traits and improve attendance, behavior, grades, and academic achievement. SMART Goals: 50% of K-8 students will participate 120 minutes/day for at least 45 days in the fall and spring of 2021-22 academic year as evidenced by TX21st attendance data. 50% of K-8 ACE students will participate 240 minute/day for at least 12 days in the summer of 2022 as evidenced by TX21st attendance data. 50% of 9-12 students will participate 90 minutes/day for at least 45 days in the fall, spring, and summer of 2021-22.

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

In the fall of 2020, the ACE Strategic Task Force conducted a Texas ACE needs assessment using quantitative and qualitative data from the GISD comprehensive needs assessment. The team also studied the goals objectives, activities, benchmarks, and expected outcomes identified to achieve school improvement in the 2020-21 GISD Improvement Plan. The ACE team of school, family, and community stakeholders used the information to identify at-risk student groups and to design a logic model to meet the needs of struggling students and their families to meet the stated vision, "We grow people". Based on the needs analysis, ACE center operations schedules were restructured to include: increased reading/ELA tutorials; book clubs to support reading fluency; expanded ESL, computer literacy, and counseling classes for families; service learning projects exploring STEM concepts and careers, and a daily attendance tally and celebration. Staffing and budget plans were revised to include a STEM Specialist and materials to offer K-5 college and career exploration activities. The team used the ACE plan and campus improvement plans to develop goals, actions, resources, implementation dates, and measures of effectiveness for each center. Four ACE Blueprint components essential to implementing a high quality program were integrated into site plans to improve student outcomes. With guidance from TEA monitors, the Strategic Task Force will use the Quality Assurance Process to analyze data and feedback quarterly to determine the effectiveness of program components in: (a) meeting student goals for growth in state achievement, grade point average, attendance, behavior, as well as, promotion and graduation rates; (b) reaching student service targets; and (c) scoring a value of "Implementing" or higher on 100% of quality assurance indicators. TEA technical assistance will lead the ACE team in using the information to revising plans including restructuring ACE schedules, reallocating staff, integrating differentiated instructional practices; adding community partners to provide identified services; and redistributing resources to meet student success goals. The plan for continuous improvement will ensure the ACE program meets the measures of effectiveness and student service targets while maintaining center-level quality.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes
- No

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

Are any private nonprofit schools participating in the grant?

- Yes
- No

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

Assurances

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

Equitable Services Calculation

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

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

12. Request for Grant Funds

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

Payroll Costs

1.	Project Director salary (1 PD 75,000 and fringe)	\$85,000
2.	Site Coordinator salary (7 SC \$52,000 salary and fringe)	\$429,000
3.	Specialist salary (1 FES - \$52,000 and fringe, 1 STEM Specialist \$40,000 and fringe)	\$92,000
4.	Auxiliary Staff: (Bus Driver \$8000 and fringe, Nurse \$32,000 and fringe)	\$57,000
5.	Extra Duty Pay (professional \$286,581 and support personnel \$292,000)	\$578,581

Professional and Contracted Services

6.	Boys and Girls Club	\$10,000
7.	YMCA	\$13,000
8.	Harrison Public Library	\$11,800
9.	Drug Free Greenville	\$3,000
10.	Evaluator	\$17,500

Supplies and Materials

11.	Supplies and Materials (7 centers)	\$200,869
12.		
13.		
14.		

Other Operating Costs

15.	Out of State Travel - Employees	\$12,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$45,000

TOTAL GRANT AWARD REQUESTED: \$1,554,750

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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

Center Operations Schedule

County-district number or vendor ID: 116-905

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	116905102	Afterschool Center on Education at Bowie Elementary Bowie Elementary 6005 Stonewall Street Greenville, TX 75402 (903)457-2676	0	K-5	100	75
2	116905104	Afterschool Center on Education at Carver Elementary Carver Elementary 2110 College Street Greenville, TX 75401 (903)457-0777 (2021 projected comprehensive)	0	K-5	122	75
3	116905103	ACE at the Crockett STEM Center Crockett Elementary 1316 Wolfe City Drive Greenville, TX 75401 (903)457-2684 (comprehensive support)	0	K-5	111	75
4	116905106	Afterschool Center on Education at Lamar Lamar Elementary 6321 Jack Finney Blvd. Greenville, TX 75402 (903)457-0765	0	K-5	100	75
5	116905107	Afterschool Center on Education at Travis Travis/6th Grade Center 3201 Stanford Street Greenville, TX 75401 (903)457-2660 (targeted support)	0	K- 5 and all 6 th graders	133	75
6	116905041	ACE College and Career Center at GMS Greenville Middle School 3611 Texas Street Greenville TX 75401 (903)457-2620 (2021 projected comprehensive)	0	7,8	122	60
7	116905002	ACE College and Career Center at GHS Greenville High School 3515 Lion's Lair Greenville TX 75402 (903)457-2550	0	9-12	62	35
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
--	-----------------------------------

(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	116905102	Afterschool Center on Education at Bowie Elementary Bowie Elementary 6005 Stonewall Street Greenville, TX 75402	K-5	140	75
Feeder	NA				
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/16/2021	12/16/2021	15
Spring Term	01/04/2022	05/26/2022	18
Summer Term	05/30/2022	07/08/2022	6
Total number of weeks:			39

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Tuesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Wednesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Thursday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Friday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			

Adjunct Sites, If applicable (site name and full address)	The District Educational Networking Center (DEN) located at 9315 Jack Finney Boulevard Greenville, Texas 75402 hosts Saturday events; The Harrison Public Library located at 1 Lou Finney Blvd., Greenville, Texas 75401-5988 hosts literacy and science events. The GISD PRIDE Center at 3923 Henry St, Greenville, TX 75401 hosts adult education activities/courses. Paris Junior College at 6500 Monty Stratton Pkwy, Greenville, TX 75402 hosts college exam preparation and enrollment activities.
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	STEM Saturdays- The DEN; Health Fairs-Campuses; Rock and Roll Meetings-Campuses; Lights On After School-Greenville Courthouse; Lights, Flight and Might-The DEN; Ringing the Bell-Salvation Army; FISH Food Bank-Greenville Electric Utility Services; MLK and Christmas Parades-Downtown Greenville; GISD Spotlight on Learning-GHS; Summer Learning Showcase-Campuses; ACE Open House-Campuses, Facebook Communication Portal-remote; YouTube Learning Channel –remote; and STEAMER learning kits-remote.
Parent/Legal Guardian Activities	ACE Family Engagement events and private counseling sessions link parents to social service agencies for health, housing, mental health and emotional support including North Texas Food Bank, Community Seeds, Hope Center of Greenville, Hunt County Shared Services, Raffa Clinic, United Way, and Salvation Army. ACE adult basic education in ESL, citizenship, volunteerism, and workshop preparation provided in collaboration with GISD Pride Center and Paris Junior College.

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	116905104	Afterschool Center on Education at Carver Elementary Carver Elementary 2110 College Street Greenville, TX 75401	K-5	110	75
Feeder	NA				
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/16/2021	12/16/2021	15
Spring Term	01/04/2022	05/26/2022	18
Summer Term	05/30/2022	07/08/2022	6
Total number of weeks:			39

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Tuesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Wednesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Thursday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Friday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			

Adjunct Sites, If applicable (site name and full address)	The District Educational Networking Center (DEN) located at 9315 Jack Finney Boulevard Greenville, Texas 75402 hosts Saturday events; The W. Walworth Harrison Public Library located at 1 Lou Finney Blvd., Greenville, Texas 75401-5988 hosts literacy and science events. The GISD PRIDE Center at 3923 Henry St, Greenville, TX 75401 hosts adult education activities/courses. Paris Junior College at 6500 Monty Stratton Pkwy, Greenville, TX 75402 hosts college exam preparation and enrollment activities.
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	STEM Saturdays- The DEN; Health Fairs-Campuses; Rock and Roll Meetings-Campuses; Lights On After School-Greenville Courthouse; Lights, Flight and Might-The DEN; Ringing the Bell-Salvation Army; FISH Food Bank-Greenville Electric Utility Services; MLK and Christmas Parades-Downtown Greenville; GISD Spotlight on Learning-GHS; Summer Learning Showcase-Campuses; ACE Open House-Campuses, Facebook Communication Portal-remote; YouTube Learning Channel –remote; and STEAMER learning kits-remote.
Parent/Legal Guardian Activities	ACE Family Engagement events and private counseling sessions link parents to social service agencies for health, housing, mental health and emotional support including North Texas Food Bank, Community Seeds, Hope Center of Greenville, Hunt County Shared Services, Raffa Clinic, United Way, and Salvation Army. ACE adult basic education in ESL, citizenship, volunteerism, and workshop preparation provided in collaboration with GISD Pride Center and Paris Junior College.

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
--	-----------------------------------

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	116905103	ACE at the Crocket STEM Center Crockett Elementary, 1316 Wolfe City Dr., Greenville, TX 75401	K-5	100	75
Feeder	NA				
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/16/2021	12/16/2021	15
Spring Term	01/04/2022	05/26/2022	18
Summer Term	05/30/2022	07/08/2022	6
Total number of weeks:			39

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Tuesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Wednesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Thursday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Friday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			

Adjunct Sites, if applicable (site name and full address)	The District Educational Networking Center (DEN) at 9315 Jack Finney Boulevard Greenville, Texas 75402 hosts Saturday events; The W. Walworth Harrison Public Library at 1 Lou Finney Blvd., Greenville, Texas 75401 hosts literacy and science events. The GISD PRIDE Center at 3923 Henry St, Greenville, TX 75401 hosts adult education. Paris Junior College at 6500 Monty Stratton Pkwy, Greenville, TX 75402 hosts college exam preparation and enrollment activities.
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	STEM Saturdays- The DEN; Health Fairs-Campuses; Rock and Roll Meetings-Campuses; Lights On After School-Greenville Courthouse; Lights, Flight and Might-The DEN; Ringing the Bell-Salvation Army; FISH Food Bank-Greenville Electric Utility Services; MLK and Christmas Parades-Downtown Greenville; GISD Spotlight on Learning-GHS; Summer Learning Showcase-Campuses; ACE Open House-Campuses, Facebook Communication Portal-remote; YouTube Learning Channel –remote; and STEAMER learning kits-remote.
Parent/Legal Guardian Activities	ACE Family Engagement events and private counseling sessions link parents to social service agencies for health, housing, mental health and emotional support including North Texas Food Bank, Community Seeds, Hope Center of Greenville, Hunt County Shared Services, Raffa Clinic, United Way, and Salvation Army. ACE adult basic education in ESL, citizenship, volunteerism, and workshop preparation provided in collaboration with GISD Pride Center and Paris Junior College.

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
--	-----------------------------------

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	116905106	Afterschool Center on Education at Lamar Lamar Elementary 6321 Jack Finney Blvd. Greenville, TX 75402	K-5	140	75
Feeder	NA				
Feeder	NA				

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/16/2021	12/16/2021	15
Spring Term	01/04/2022	05/26/2022	18
Summer Term	05/30/2022	07/08/2022	6
Total number of weeks:			39

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Tuesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Wednesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Thursday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Friday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			

Adjunct Sites, If applicable (site name and full address)	The District Educational Networking Center (DEN) at 9315 Jack Finney Boulevard Greenville, Texas 75402 hosts Saturday events; The W. Walworth Harrison Public Library at 1 Lou Finney Blvd., Greenville, Texas 75401 hosts literacy and science events. The GISD PRIDE Center at 3923 Henry St, Greenville, TX 75401 hosts adult education. Paris Junior College at 6500 Monty Stratton Pkwy, Greenville, TX 75402 hosts college exam preparation and enrollment activities.
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	STEM Saturdays- The DEN; Health Fairs-Campuses; Rock and Roll Meetings-Campuses; Lights On After School-Greenville Courthouse; Lights, Flight and Might-The DEN; Ringing the Bell-Salvation Army; FISH Food Bank-Greenville Electric Utility Services; MLK and Christmas Parades-Downtown Greenville; GISD Spotlight on Learning-GHS; Summer Learning Showcase-Campuses; ACE Open House-Campuses, Facebook Communication Portal-remote; YouTube Learning Channel -remote; and STEAMER learning kits-remote.
Parent/Legal Guardian Activities	ACE Family Engagement events and private counseling sessions link parents to social service agencies for health, housing, mental health and emotional support including North Texas Food Bank, Community Seeds, Hope Center of Greenville, Hunt County Shared Services, Raffa Clinic, United Way, and Salvation Army. ACE adult basic education in ESL, citizenship, volunteerism, and workshop preparation provided in collaboration with GISD Pride Center and Paris Junior College.

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	116905107	Afterschool Center on Education at Travis Travis/6th Grade Center 3201 Stanford Street, Greenville, TX 75401	K-6	100	75
Feeder	NA				
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/16/2021	12/16/2021	15
Spring Term	01/04/2022	05/26/2022	18
Summer Term	05/30/2022	07/08/2022	6
Total number of weeks:			39

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Tuesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Wednesday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Thursday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Friday	6:50	7:35	3:25	5:40	6:50	7:35	3:25	5:40	8:00	12:00	12:00	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			

Adjunct Sites, If applicable (site name and full address)	The District Educational Networking Center (DEN) at 9315 Jack Finney Boulevard Greenville, Texas 75402 hosts Saturday events; The W. Walworth Harrison Public Library at 1 Lou Finney Blvd., Greenville, Texas 75401 hosts literacy and science events. The GISD PRIDE Center at 3923 Henry St, Greenville, TX 75401 hosts adult education. Paris Junior College at 6500 Monty Stratton Pkwy, Greenville, TX 75402 hosts college exam preparation and enrollment activities.
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	STEM Saturdays- The DEN; Health Fairs-Campuses; Rock and Roll Meetings-Campuses; Lights On After School-Greenville Courthouse; Lights, Flight and Might-The DEN; Ringing the Bell-Salvation Army; FISH Food Bank-Greenville Electric Utility Services; MLK and Christmas Parades-Downtown Greenville; GISD Spotlight on Learning-GHS; Summer Learning Showcase-Campuses; ACE Open House-Campuses, Facebook Communication Portal-remote; YouTube Learning Channel –remote; and STEAMER learning kits-remote.
Parent/Legal Guardian Activities	ACE Family Engagement events and private counseling sessions link parents to social service agencies for health, housing, mental health and emotional support including North Texas Food Bank, Community Seeds, Hope Center of Greenville, Hunt County Shared Services, Raffa Clinic, United Way, and Salvation Army. ACE adult basic education in ESL, citizenship, volunteerism, and workshop preparation provided in collaboration with GISD Pride Center and Paris Junior College.

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	116905041	ACE College and Career Center at GMS Greenville Middle School 3611 Texas Street Greenville TX 75401	7,8	80	40
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/16/2021	12/16/2021	15
Spring Term	01/04/2022	05/26/2022	18
Summer Term	05/30/2022	07/08/2022	6
Total number of weeks:			39

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:10	7:55	3:45	6:00	7:10	7:55	3:45	6:00	8:00	12:00	12:00	2:00
Tuesday	7:10	7:55	3:45	6:00	7:10	7:55	3:45	6:00	8:00	12:00	12:00	2:00
Wednesday	7:10	7:55	3:45	6:00	7:10	7:55	3:45	6:00	8:00	12:00	12:00	2:00
Thursday	7:10	7:55	3:45	6:00	7:10	7:55	3:45	6:00	8:00	12:00	12:00	2:00
Friday	7:10	7:55	3:45	6:00	7:10	7:55	3:45	6:00	8:00	12:00	12:00	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			

Adjunct Sites, if applicable (site name and full address)	The District Educational Networking Center (DEN) at 9315 Jack Finney Boulevard Greenville, Texas 75402 hosts Saturday events; The W. Walworth Harrison Public Library located at 1 Lou Finney Blvd., Greenville, Texas 75401-5988 hosts literacy and science events. The GISD PRIDE Center at 3923 Henry St, Greenville, TX 75401 hosts adult education activities/courses. Paris Junior College at 6500 Monty Stratton Pkwy, Greenville, TX 75402 hosts college exam preparation and enrollment activities.
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	STEM Saturdays- The DEN; Health Fairs-Campuses; Rock and Roll Meetings-Campuses; Lights On After School-Greenville Courthouse; Lights, Flight and Might-The DEN; Ringing the Bell-Salvation Army; FISH Food Bank-Greenville Electric Utility Services; MLK and Christmas Parades-Downtown Greenville; GISD Spotlight on Learning-GHS; Summer Learning Showcase-Campuses; ACE Open House-Campuses, Facebook Communication Portal-remote; YouTube Learning Channel –remote; and STEAMER learning kits-remote.
Parent/Legal Guardian Activities	ACE Family Engagement events and private counseling sessions link parents to social service agencies for health, housing, mental health and emotional support including North Texas Food Bank, Community Seeds, Hope Center of Greenville, Hunt County Shared Services, Raffa Clinic, United Way, and Salvation Army. ACE adult basic education in ESL, citizenship, volunteerism, and workshop preparation provided in collaboration with GISD Pride Center and Paris Junior College.

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	116-905-002	ACE College and Career Center at GHS Greenville High School 3515 Lion's Lair Greenville TX 75402	9-12	80	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/16/2021	12/16/2021	15
Spring Term	01/04/2022	05/26/2022	18
Summer Term	05/30/2022	07/08/2022	6
Total number of weeks:			39

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:40	7:25	4:00	6:15	6:40	7:25	4:00	6:15	8:00	12:00	12:00	2:00
Tuesday	6:40	7:25	4:00	6:15	6:40	7:25	4:00	6:15	8:00	12:00	12:00	2:00
Wednesday	6:40	7:25	4:00	6:15	6:40	7:25	4:00	6:15	8:00	12:00	12:00	2:00
Thursday	6:40	7:25	4:00	6:15	6:40	7:25	4:00	6:15	8:00	12:00	12:00	2:00
Friday	6:40	7:25	4:00	6:15	6:40	7:25	4:00	6:15	8:00	12:00	12:00	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			

Adjunct Sites, If applicable (site name and full address)	The District Educational Networking Center (DEN) at 9315 Jack Finney Boulevard Greenville, Texas 75402 hosts Saturday events; The W. Walworth Harrison Public Library at 1 Lou Finney Blvd., Greenville, Texas 75401 hosts literacy and science events. The GISD PRIDE Center at 3923 Henry St, Greenville, TX 75401 hosts adult education. Paris Junior College at 6500 Monty Stratton Pkwy, Greenville, TX 75402 hosts college exam preparation and enrollment activities.
--	--

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	STEM Saturdays- The DEN; Health Fairs-Campuses; Rock and Roll Meetings-Campuses; Lights On After School-Greenville Courthouse; Lights, Flight and Might-The DEN; Ringing the Bell-Salvation Army; FISH Food Bank-Greenville Electric Utility Services; MLK and Christmas Parades-Downtown Greenville; GISD Spotlight on Learning-GHS; Summer Learning Showcase-Campuses; ACE Open House-Campuses, Facebook Communication Portal-remote; YouTube Learning Channel –remote; and STEAMER learning kits-remote.
--	---

Parent/Legal Guardian Activities	ACE Family Engagement events and private counseling sessions link parents to social service agencies for health, housing, mental health and emotional support including North Texas Food Bank, Community Seeds, Hope Center of Greenville, Hunt County Shared Services, Raffa Clinic, United Way, and Salvation Army. ACE adult basic education in ESL, citizenship, volunteerism, and workshop preparation provided in collaboration with GISD Pride Center and Paris Junior College.
---	--

***Memorandum of Understanding
Between
Greenville Independent School District
And
W. Walworth Harrison Public Library***

The following Memorandum of Understanding (the Agreement) sets forth the terms of agreement used to identify and describe coordinated and complementary activities collaboratively conducted by Greenville I.S.D. (GISD) and the W. Walworth Harrison Public Library collectively called "Agencies" and references to "Agency" means either W. Walworth Harrison Public Library or GISD individually.

I. Purpose of Agreement

It is the purpose of this Agreement to establish a cooperative and mutually beneficial relationship between W. Walworth Harrison Public Library and Greenville I.S.D. and to set forth the relative responsibilities of the Agencies in so far as they relate to planning and implementation of individual and mutual duties, obligations, and responsibilities of respective programs or services to ensure the utmost efficient and comprehensive service delivery to consumers by coordinating and thus augmenting resources in order to provide afterschool and summer programs through a collaborative effort of Texas A.C.E. (21st Century Learning Centers) and the W. Walworth Harrison Library at Bowie, Lamar, Crockett, Carver, Travis Elementary/Sixth Grade Center, Greenville Middle School, and the Greenville High School.

The goals of this collaborative effort are to provide opportunities for academic enrichment, including tutorial services to help students to meet state and local student academic achievement standards in the core academic subjects of mathematics, reading, science, and social studies; to offer students a broad array of additional services, program, and enrichment activities; offer families of students served by the community learning centers opportunities for literacy and related educational development.

II. Duration of Agreement

The Agreement will commence on August 1, 2021 and shall remain in full force and effect until July 31, 2022 or until the Agreement is canceled by the Agencies in accordance with the terms set forth herein.

III. General Provisions

It is understood by the Agencies that each should be able to fulfill their responsibilities under this Agreement in accordance with the provisions of law and regulation, policy and discipline that governs their organizations. Nothing in this Agreement is intended to negate or otherwise render ineffective any such provisions or operating procedure, policy, or discipline. If at any time either Agency is unable to perform its functions under this Agreement consistent with the mandate of the Agency's statutory and regulatory, policy, or discipline requirements, the Agency shall immediately provide written notice to the other Agency to establish a date for mutual resolution of the conflict.

IV. Responsibilities of the Agencies under Agreement

In consideration of the mutual aims and desires of the Agencies to this Agreement and in recognition of the public benefit to be derived from effective implementation of the programs involved, the Agencies agree that their respective duties and responsibilities under this agreement shall be as follows:

Greenville Independent School District shall:

1. Serve as the fiscal agent of this Texas ACE project.
2. Be responsible for the management for the grant and reporting all project information to the Texas Education Agency and its contractors.
3. Hire the Project Director, Site Coordinators, Family Engagement Specialist, STEM Specialist and teacher tutors.
4. Be responsible for the disbursement of funds to operate the programs throughout the year.
5. Provide adequate space for enrichment programs, i.e. classroom, gym, computer access, cafeteria.
6. Provide the necessary supplies and materials.
7. Provide performance, progress monitoring and program data and will share the data with the staff of the W. Walworth Harrison Public Library in order to assist with reporting responsibilities.
8. Provide homework assistance & tutoring for the students utilizing ACE teaching staff.
9. Provide transportation home for each student enrolled in Texas ACE afterschool program.
10. Provide healthy snacks daily, which adhere to the Department of Agriculture afterschool snack guidelines.
11. Reimburse the W. Walworth Harrison Public Library for training and staff development expenses at the rate of \$25 per hour, not to exceed \$1,000 per month for 10 months. Funding of all outside trainings and conferences are the responsibility of GISD.
12. Assume sole responsibility of liability in regards to the participating youth member and equipment.
13. The ACE Program, as a partner with the W. Walworth Harrison Public Library shall maintain all consumer information confidential and in accordance to the Privacy Act and provide all services to consumers in accordance to Title VI of the Civil Rights Act.

The W. Walworth Harrison Library shall:

1. Offer diverse programs in:
 - Assist students enriching and engaging activities to meet state and local student academic achievement standards in the core academic subjects of reading, and
 - To offer families of students served by the community learning centers opportunities for literacy and related parent educational development.
2. Provide in-kind program materials and supplies as provided by W. Walworth Harrison Public Library.
3. Create programming to support reading and parent engagement.

Collaborative Responsibilities

The two agencies shall collaborate as described below:

1. The Texas ACE Family Engagement will attend W. Walworth Harrison Public Library director meetings.
2. The Texas ACE Executive Staff shall work with trained W. Walworth Harrison Public Library staff member in the planning and implementation of activities that promote reading and parent education.
3. Each organization shall keep satisfactory records of the adults and youth served by the sites it operates, their activities, program and attendance.
4. The Texas ACE and W. Walworth Harrison Public Library logo will be included on printed materials and signage.

V. Amendment or Cancellation of Agreement

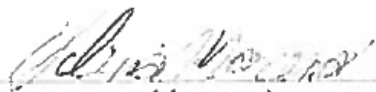
The Agreement can be amended at any time by the mutual consent of the two Agencies and can be terminated by either party without cause upon giving the other agency 30 days written notice. This notice must include a complete proposed effective date of the end of services.

APPROVED:

The Undersigned Agencies bind themselves to the faithful performance of this Agreement. It is mutually understood that this Agreement shall not become effective until approved by all Agencies involved.

W. Walworth Harrison Public Library
1 Lou Finney Lane Street
Greenville, TX 75401
Office: (903) 457-2992
FAX: (903) 457-2961

Greenville Independent School District
4004 Moulton Street
Greenville, TX 75401
Office: (903) 457-2500
FAX: (903) 457-2504

By: 
(signature)

Print Name: Olivia Moreno

Title: CEO/Executive Director

Date: 11/17/2020

By: 
(signature)

Print Name: Demetrus Liggins

Title: Greenville Independent School District

Date: 11-17-2020

By: _____
(signature)

Print Name: _____

Title: _____

Date: _____

By: _____
(signature)

Print Name: _____

Title: Greenville Independent School District

Date: _____