Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21ˢᵗ Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 28 AM 9: 47 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Greenville ISD	**116-905**		
Vendor ID #	ESC Region #		DUNS #
1-756001712	**8**		**159172014**

Mailing address		City	State	ZIP Code
4004 Moulton Street		**Greenville**	**TX**	**75401**

Primary Contact

First name	M.I.	Last name	Title
Barbara		**Price**	**Executive Director**
Telephone #	Email address		FAX #
903-408-4434	**priceb@greenvilleisd.com**		**903-457-2575**

Secondary Contact

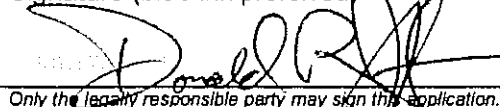| First name	M.I.	Last name	Title
Donald		**Jefferies**	**Superintendent**
Telephone #	Email address		FAX #
903-457-2526	**jefferiesd@greenvilleisd.com**		**903-457-2575**

Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I. Last name	Title
Donald	**R. Jefferies**	**Superintendent**
Telephone #	Email address	FAX #
903-457-2526	**jefferiesd@greenvilleisd.com**	**903-457-2575**

Signature (blue ink preferred)

Date signed 3/24/16

Only the legally responsible party may sign this application.

701-16-102-027

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)
Enter the start and end dates of your fiscal year in Section 1.
In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program 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.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 116-903	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 116-905			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment

County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

		Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 116-905			Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A		
2.			
3.			
4.			
5.			
6.			
7.			

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Greenville Independent School District is located in Greenville, Texas, 45 miles northeast of the Dallas/Fort Worth metroplex. Greenville I.S.D. is comprised of five elementary schools; one sixth grade center; one middle school; one high school; one alternative education center; a county juvenile detention center; and a short term hospital facility. Greenville I.S.D. will provide opportunities for academic assistance; enrichment activities; family and parental support services; and college and workforce readiness for our students who attend the high-need, high-poverty campuses. Greenville I.S.D. is a Title I district that serves approximately 5,220 students. These students make up a very diverse population: 42.3% Hispanic; .3% American Indian; .8% Asian; 17.6 African American; 34.7% White; and 4.4% Two or More Races.

The community of Greenville, Texas shows the following data from the U.S. Census Bureau:
- 9.3%   Females with no husband present, but with children
- 36.5%   Households with one or more children under the age of 18
- 63.0%   Grandparents responsible for grandchildren
- 11.7%   People with less than a 9th grade education
- 12.6%   People with no diploma – but attended some school – grades 9th – 12th

With these statistics in mind, we involved our community, parents, students, teachers, campus administrators, and central administration in determining the needs and gaps that exist in our community. Parents complete surveys twice a year. Notices have been posted that Greenville ISD is applying for this grant again and seeking input from our community. Parents have informed us of the great programs that are available to their students and also providing a safe environment.

There are a couple of small out-of-school programs that are available in the community. Most of these programs serve around 35-40 students. Our community need is much greater than what these small programs can offer. During the community needs assessment phase, we met with the Boys and Girls Club, YMCA, Drugfree Greenville and the W. Walworth Harrison Public Library to determine what they were offering and how we could collaborate with them to fill the gaps that we have found. The Boys and Girls Club offers a program at a community center with some tutorials, but these tutorials are not guided by certified teachers. The YMCA offers some physical activity programs at night and during the summer. Drugfree Greenville is very excited about the possibly to partner with our afterschool program and so is the public library.

The types of support services needed for our at-risk targeted student population include:

- Student Support including college and workforce readiness – academic support with certified teachers providing after school and summer tutorials tied to the school curriculum, nutrition information, physical activity, innovative instructional techniques encompassing project oriented activities that include the STEM areas, safe places for our students after school hours while parents/guardians are still working, and transportation home from the afterschool center.

- Enrichment Activities – field trips to the Dallas area, cooking classes, swimming lessons, character education

- Supplies and Materials support – technology for after school tutorials, and supplies for activities.
- Family support – programs from GED to learning English, nutrition, finances for parents to help parents feel part of the school family and the community as a whole.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Following is additional data from the TAPR to support our need for the additional services and support that our students need after school. We are still behind the state in a variety of areas although we have increased academically. Our economically disadvantaged population continues to grow as does our LEP population.

District TAPR 2014-2015 Data:

Category	State	Greenville ISD
Attendance	95.9%	96.1%
Dropout Rate	2.2%	2.0%
Dual Enrollment courses	53.2%	45.6%
College Ready	54%	41%
Economically Disadvantaged	58.8%	70.0%
LEP	18.2%	20.0%
At-Risk	51.2%	62.5%
STAAR – grades 3-5 Reading	79%	71%
STAAR – grade 4 Writing	70%	58%
STAAR – grade 5 Science	72%	68%
STAAR – grades 6-8 Reading	80%	78%
STAAR – grade 7 Writing	76%	71%
STAAR – EOC English I	71%	73%
STAAR – EOC English II	72%	70%

The following campuses would be Texas ACE program sites:

Campus	High Minority Percentage	High Poverty Percentage
Travis Elementary	89.4%	86.0%
Crockett Elementary	76.2%	85.6%
Lamar Elementary	56.2%	50.0%
Bowie Elementary	42.9%	50.0%
Greenville Sixth Grade Center	66.3%	65.4%
Greenville Middle School	63.5%	67.5%
Greenville High School	62.2%	54.6%

The Greenville I.S.D. 21st Century Community Learning Centers or Afterschool Centers on Education would provide programs and activities that would include after school tutorials to help students in grades K-12 to meet the academic achievement standards; enrichment activities such as drug and violence prevention programs, product oriented education activities in art, music, STEM activities, technology programs, physical activities; family involvement activities such as family nights, GED education for parents, ESL classes; and college and workforce readiness activities such as credit recovery, career planning, job skills planning. Greenville I.S.D. would offer these activities after school and six weeks (30 days) during the summer. There would also be opportunities for literacy and related educational development for the families of ACE students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,022,428	$0	$1,022,428
Schedule #8	Professional and Contracted Services (6200)	6200	$35,800	$17,500	$53,300
Schedule #9	Supplies and Materials (6300)	6300	$350,272	$0	$350,272
Schedule #10	Other Operating Costs (6400)	6400	$24,000	$0	$24,000
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ☐X No	
	Total direct costs:		$1,432,500	$17,500	$1,450,000
	Percentage% indirect costs (see note):		N/A	$0	$0
	Grand total of budgeted costs (add all entries in each column):		**$1,432,500**	**$17,500**	**$1,450,000**

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$0	$0	$0

Administrative Cost Calculation	
Enter the total grant amount requested:	$1,450,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$72,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 116-905 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director (required)	1	1	$72,000
5	Site coordinator (required)	7	7	$350,000
6	Family engagement specialist (required)	1	1	$50,000
7	Secretary/administrative assistant			$
8	Data entry clerk			$
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist			$
Auxiliary				
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions				
19	STEM Specialist	1	1	$39,000
20	Bus Driver	7	7	$30,000
21	Nurse	1	1	$7,500
22		Subtotal employee costs:		$548,500
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		$
24	6119	Professional staff extra-duty pay		$191,321
25	6121	Support staff extra-duty pay		$282,607
26	6140	Employee benefits		$
27	61XX	Tuition remission (IHEs only)		$
28		Subtotal substitute, extra-duty, benefits costs		$473,928
29	**Grant total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$1,022,428

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 116-905	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$0
	Specify purpose:	
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$0**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Boys & Girls Club	$9,000
2	YMCA	$13,000
3	W. Walworth Harrison Public Library	$10,800
4	DrugFree Greenville	$3,000
5	Evaluator	$17,500
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	**$53,300**
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	**$0**
	(Sum of lines a, b, and c) Grand total	**$53,300**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 116-905	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$350,272
	Grand total:	**$350,272**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 116-905	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$12,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$12,000
	Grand total:	**$24,000**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule #11—Capital Outlay (6600)**
	County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):
**6669—Library Books and Media (capitalized and controlled by library)**
1		N/A	N/A	$0
**66XX—Computing Devices, capitalized**
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
**66XX—Software, capitalized**
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
**66XX—Equipment, furniture, or vehicles**
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**
29				$0
	**Grand total:**	**$0**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			5,220	
Category	Number	Percentage	Category	Percentage
African American	916	17.6%	Attendance rate	96.1%
Hispanic	2,204	42.3%	Annual dropout rate (Gr 9-12)	2.0%
White	1,809	34.7%	Students taking the ACT and/or SAT	42.5%
Asian	44	.8%	Average SAT score (number value, not a percentage)	1385
Economically disadvantaged	3,422	65.5%	Average ACT score (number value, not a percentage)	21.0
Limited English proficient (LEP)	1,043	20.0%	Students classified as "at risk" per Texas Education Code §29.081(d)	62.5%
Disciplinary placements	45	.003%		

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	23	6.6%	No degree	2	.6%
Hispanic	22	6.3%	Bachelor's degree	257	72.3%
White	299	84.0%	Master's degree	94	26.3%
Asian	2	.6%	Doctorate	3	.8%
1-5 years exp.	98	27.5%	Avg. salary, 1-5 years exp.	$41,298	N/A
6-10 years exp.	80	22.4%	Avg. salary, 6-10 years exp.	$42,922	N/A
11-20 years exp.	91	25.6%	Avg. salary, 11-20 years exp.	$45,633	N/A
Over 20 years exp.	68	19.2%	Avg. salary, over 20 years exp.	$56,744	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 116-905								Amendment # (for amendments only):							

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	345	381	435	444	419	386	370	375	345	375	405	326	349	265	5220
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	345	381	435	444	419	386	370	375	345	375	405	326	349	265	5220

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville I.S.D. has as its mission to "prepare, inspire, and empower students in a safe and nurturing environment to become responsible citizens who compete in a global society". Greenville I.S.D. wanted these programs to align with the mission and therefore completed a needs assessment to identify and prioritize any gaps in academic performance, school day attendance, positive behavior, grade promotion rates and graduation rates. There is a three step needs assessment – quantitative – TX21st data, TAPR, attendance, enrollment, promotion and graduation; qualitative – surveys – parents, staff, student, curriculum surveys, social media, bus road-o, etc.. Needs are analyzed weekly and prioritized factors are determined. An assets inventory is created and so are campus plans and project plans.

The elementary schools – Bowie, Crockett, Lamar and Travis continue to need support. Travis Elementary is in the second year of Improvement Required. There is a huge need for parents to have a program that provides academic support and varied activities for their students after school. Many of the Greenville I.S.D. parents work and cannot afford child care. There are also many gaps in learning as described in an earlier part of the grant application. There are gaps in our literacy program – both reading and writing. There are also gaps in science in the 5th grade. Gains are being made in the area of math. Each campus has its own needs; however, all programs will accomplish the statewide goals and demonstrate measured impact on each of the goals and objectives. There are also many gaps in learning as described in an earlier part of the grant application. The elementary programs will have a positive effect on academic performance, school attendance and enrichment activities.

The secondary programs which include Greenville Sixth Grade Center, Greenville Middle School and Greenville High School continue to need academic support with tutorials after school. There is also a need to continue to increase attendance and reduce the dropout rate. A component of their program will be character development and physical activities. We have found with our high school students that this afterschool program gives students a safe place to be after school. These students have found other students who they have things in common. Many of these students did not have a feeling of belonging before the ACE Program. The Greenville High School program will have credit recovery, STEM activities, career exploration, and college needs assessments. The Project Director and Site Coordinators will coordinate activities with our community based partners and the school staff as a whole. The Executive Director of Elementary Education and Student Services will oversee the whole grant. The parent/family component will be based on a needs assessment from each Texas ACE program site with emphasis on literacy, family nights, health and nutrition, computer literacy, and families as partners in their child's education. The Family Engagement Specialist will coordinate these activities.

The needs will be prioritized under the following goals:

- **Academic Performance** – *increase reading, writing, science, and math academic achievement*
- **School Day Attendance** – *increase attendance rates*
- **Positive Behavior** – *to reduce disciplinary placements*
- **Grade Promotion Rates** – *improve the promotion rates*
- **Graduation Rates** – *improve graduation rates*

Participants who participate more than 60 days in the ACE Program have higher levels of achievement, fewer disciplinary incidents, fewer school absences, and increased likelihood of grade promotion and graduation.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Academic Performance - *increase reading, writing, science, and math academic achievement*	Provide hands-on project based activities Tutoring; activities in all core academic areas Activities based on research.
2.	Positive Behavior – *reduce disciplinary rates*	Making connections between staff and parents and students High interest activities to keep students engaged Character development.
3.	School Day Attendance - *increase attendance rates*	Provide high interest activities STEM activities Parent night activities Making connections between teachers (tutors) and students
4.	Grade Promotion Rates – *improve promotion rates*	Tutoring Enriched academics support Ongoing assessment and monitoring of students to determine if they are making advancement toward grade level
5.	Graduation Rates – *increase graduation rates; increase graduation rates of ELL students*	Credit recovery Opportunities for college readiness Opportunities for workforce readiness Counseling.

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Schedule #14—Management Plan		
County-district number or vendor ID: 116-905		Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Extensive experience overseeing ACE programs and/or other projects; experience managing personnel; prinicipal/assistant principal experience; master's degree in education.
2.	Site Coordinator(s)	Experience with working with teachers and academic aides; bachelor degree in education or related fields.
3.	Family Engagement Specialist	Experience in working with community based organizations and working with parents and campus personnel and site coordinators; bachelor degree in education or related field.
4.	Evaluator	Extensive experience evaluating ACE grants; timely reports; master's degree in education.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase state assessment results in ELA/reading and mathematics	1.	Activity Tracking – TX21st – three times a year	08/01/2016	07/31/2017
		2.	Curriculum and Lesson Plans	08/01/2016	07/31/2017
		3.	Students & Families actively participating in learning	08/01/2016	07/31/2017
		4.	Innovative instructional techniques	08/01/2016	07/31/2017
		5.	Leadership roles-students and families	08/01/2016	07/31/2017
2.	Fewer disciplinary incidents in grades 6-12 for participating students	1.	Students increased sense of involvement in school	08/01/2016	07/31/2017
		2.	Number of discipline referrals	08/01/2016	07/31/2017
		3.	Number of adult advocates	08/01/2016	07/31/2107
		4.	Observations of student behaviors	08/01/2016	07/31/2017
		5.	Comparison of discipline data/participating/nonpart.	08/01/2016	07/31/2017
3.	Decrease in school day absences for grades 4-11	1.	Sudent/Familiy surveys	08/01/2016	07/31/2017
		2.	Number participating extracurricular activities	08/01/2016	07/31/2017
		3.	Number of meetings with students	08/01/2016	07/31/2017
		4.	Number of contacts made with families	08/01/2016	07/31/2017
		5.	Increased number of mentors	08/01/2016	07/31/2017
4.	Increase grade promotion	1.	Curriculum/Lesson Plans	08/01/2016	07/31/2017
		2.	Monitoring of student progress toward promotion	08/01/2016	07/31/2017
		3.	Monitoring and targeted instruction	08/01/2016	07/31/2017
		4.	Use of PRIME Assessment	08/01/2016	07/31/2017
		5.	Number of teacher trainings	08/01/2016	07/31/2017
5.	Increase graduation rates	1.	Number of required trainings for staff-My TexasACE	08/01/2016	07/31/2017
		2.	Reassessment of students and monitoring	08/01/2016	07/31/2017
		3.	Credit recovery	08/01/2016	07/31/2017
		4.	Pre and post tests	08/01/2016	07/31/2017
		5.	Case plans	08/01/2016	07/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville I.S.D. has had an ongoing relationship with community stakeholders for a long time. These collaborations have been for the best interest of our students. These collaborations also lead to ensure that the children are safe and are provided with constructive opportunities to learn and grow. An integral part of determining whether the grant is a success is to determine whether the goals and objectives are being met and to provide feedback to the community stakeholders along with administrative staff, teachers, students and parents about the program planning, design and improvement.

Each year Greenville I.S.D. will complete a yearly report which includes the following data: the activities that impact the program; performance measures; performance measures regarding TEA's critical success factors; and the program's sustainability. Also included in the report will be self-assessment tools; programs summaries for each site; program leadership; high quality staff; and linkages to the school day and community. This report will analyze the ongoing data and share the progress with stakeholders, staff, administrators, a school board an inform all involved with the program about the results and adjustments that have been made during the year.

Feedback will be sought during the year in the form of stakeholder meetings at least once during the fall, spring and summer sessions. At this time, any concerns or issues will be discussed and resolved. Greenville I.S.D. will continually seek improvement throughout the grant period and will involve all stakeholders to have ownership and involvement at all levels.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A sustainability plan will reflect the commitment on the school district and partnerships to continue our Texas ACE programs. Greenville I.S.D. will continue to build community partnerships that can help with the continuation of these programs. Greenville I.S.D. also has an in-house grant writer that can secure funding from private foundations for the continuation of these activities as well as federal funding. The tutorials can probably be continued with local funds if available at the end of the grant period.

Educating corporate and community organization about goals and benefits of the Greenville I.S.D. Texas ACE programs will continue to help to secure funds to continue the programs after the grant funding ends. Showcasing the programs will also enhance our opportunities to educate those in our community. Forming an Advisory Council to research a best practice sustainability plan will be also in the preliminary plan. We have some strong partnerships within the community at the present time. Their vision and mission statements are in line with our programs and our yearly Project Plan is a collaborative effort of all the various partners, parents, staff, and school district. The Greenville ACE Program regularly shares data with the Greenville I.S.D. board members that have direct links to the community and school district so that they can support and promote the program. Over time, we will continue to build the community partnerships that can help with the continuation of these programs and build sustainability. The Project Director and team regularly present for the State, Educational Service Centers throughout the state, and the United States Department of Education on topics such as Family Engagement, STEM (Science, Technology, Engineering, and Math), Evaluation and Continuous Programmatic Improvement. We collaborate with our partners weekly to ensure that we understand their needs as a partner and their perceptions of the community and subsequently update the Project Plan. Greenville I.S.D. realizes that the funding for the Texas ACE programs will end and will plan accordingly to ensure that the programs continue after the 21st Century Community Learning Center grant funding is no longer available.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Increase state assessment results in ELA/reading and mathematics	1.	Number of students that have increased assessment results on STAAR
		2.	Number of students and parents participating in academic events
		3.	On time Activiting Tracking – TX21st – three times a year
2.	Fewer disciplinary incidents in grades 6-12 for participating students	1.	Number of discipline referrals for students in ACE program
		2.	Number of adult advocates
		3.	Comparison of discipline data/participating and non-participating students
3.	Decrease in school day absences for grades 4-11	1.	Percentage of student absences by campus
		2.	Number participating in extracurricular activities
		3.	Number of mentors
4.	Increase in grade promotion of participating students	1.	Number of student promotions
		2.	PRIME assessment data
		3.	Comparison of promotions/participating and non-participating students
5.	Increase graduation rates	1.	Number of graduates
		2.	Credit recovery data
		3.	Comparison of graduates/participating and non-participating students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville I.S.D. will have policies and procedures for data collection, management and reporting, and provide training for all staff. The Project Director will monitor the staff at each center to ensure that the policies are being implemented.

- Tools/Instruments to be used in the data collection process - Greenville I.S.D. will use the CCLC-TX21st Student Tracking System (TX21st) through TEA Secure Environment (TEASE/TEAL) before submitting state data.
- Data collection/entry, review, and approval - The program site coordinators will collect and enter data either daily or weekly into the tracking system. The grantee data will include funding sources, grantee contacts, grantee objectives, grantee profile, objective ratings; and partners. The center data will include grantee and center information; staffing; partners; adjunct sites; schools and grade levels served; activities; activity attendance (both student and parents); activity enrollment; activity schedules; goals and objectives. The student level data will include: name and ID number, ethnicity, campus, grades, behavior; assessment data; enrollment, attendance and promotion. The site coordinators will also collect the following data: teacher surveys, parent surveys, student interest inventories and focus groups. The Project Director will review the data of each site by looking for missing data, centers with insufficient activities; average daily attendance; will run exception reports; and fix errors. A Data Analysis Template will be used to track hours of operation; program start date; program end data; number of weeks open, etc. Staff attendance should be documented through time and effort logs. Backup data will be kept by the Project Director for audit purposes.
- Coordination efforts with district staff – the Project Director will ensure that all entries are made at the center level... Campus attendance clerks will also be involved in the process of securing student level data.
- Assurance of timely and accurate entry into TX21st – the Project Director will ensure entries.

Also the year-end data in the Final Yearly Report should be analyzed before it is submitted to TEA. Other information that will be included will be the Four Component Activity Guide and its impact on the program; performance measures specific to the grant application required for Federal reporting purposes; performance regarding the Critical Success Factors; technical assistance and tools received by TEA and its contractors; and program sustainability in future years. This data should also be shared with stakeholders, staff and administrators for program adjustments.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Greenville I.S.D. Texas ACE program will develop activities in the four core components to provide a foundation for improving student success in school. Activities will focus on areas of need as indicated in the findings of the community and campus needs assessments and asset inventories. Also used in creating our after-school and summer recess activities will be state and national standards, and engaging learning strategies.

- Academic Assistance – project based learning; STEM projects; accelerated academic activities; tutorials; math activities; science activities through inquiry; hands on experiential learning; robotics; using technology to discover and solve real world problems.
- Enrichment – art activities; music activities; cooking lessons; computer literacy; multimedia; character building activities; creative arts; dance; drama; fitness
- Family and Parental Support Services – GED classes; English classes; family nights; job skills planning; fitness classes; budget planning.
- Graduation and College and Workforce Readiness – credit recovery; drug and violence prevention programs; job skills planning; career planning; counseling; local business mentors.

These activities will be funded with the ACE grant funds and Title I funds. These funds will be supplemental in nature. The campus sites are in easily accessible facilities. Transportation is provided for students that attend the afterschool program so that they are safely delivered to their homes at the end of the day. For the summer programs, transportation is provided to and from the summer sites.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the process of building a foundation for this grant, information is already being disseminated throughout our community by parent, teacher, campus staff, administrators, and community stakeholder surveys. Information has been posted on our school website about the after school surveys and information has been published in our local newspaper. Information will be given to the Greenville I.S.D. Board of Trustees.

Each campus site will disseminate information about the upcoming opening of their Texas ACE program site…its location, times of operation and schedules. Meetings with the project director, site coordinators, family engagement specialist and Executive Director of Elementary Education and Student Services at each campus site will be held in early summer to answer parent or community questions in advance of the centers opening in August 2016. Eligibility criteria will be disseminated at the same time to parents. Any communication will be in both English and Spanish. The Texas ACE outreach materials will also be used to disseminate information about the programs. Throughout the duration of the grant, there will be performance reviews that will be shared with all stakeholders about the community learning centers. Also throughout the duration of the grant, meetings will be held to discuss any school or community issues or concerns. Agendas and attendance lists will be kept on each meeting. Key grant staff members will attend community meetings so that the community is aware of our programs and the impact on the community as a whole. These systematic steps will be well documented in our project plan.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville I.S.D.'s mission is to engage learners and enrich their lives through the out-of-school time activities that promote academic achievement, wellness and lifelong learning. The programs will incorporate many strategies to ensure that the goals are met. These programs will also be based on research and best practices for students. There will be a strong link to the school day by using school staff in these after school programs and a strong connection between student needs, curriculum and behavioral policies. With the certified teachers, learning can be tailored to the needs of each student in attendance. Students will be supported, prompted and encouraged to take risks in their learning, explore resources available to them, question and problem solve. Ongoing and continuous student assessment will be part of the programs to determine need and improve services. Enrichment programs, physical fitness and nutrition programs will be created to allow students the opportunity to explore, to ask questions, analyze, test theories, and problem solve. According to a brief published by *After School Alliance* "integration of arts into afterschool helps build and reinforce student learning". The arts are an excellent way to promote learning in reading, writing, and math. The arts will expand the students' learning beyond the small community of Greenville. The STEM activities including robotics will push our students to use their imaginations and problem solving skills to increase knowledge in the four areas of science, technology, engineering, and mathematics. There will also be some time during each week that students can choose an activity that they are interested in pursuing. Our summer programs will address the whole child....promoting cognitive growth, fostering healthy social, emotional and behavioral practices. There will be a multitude of hands-on activities as well as swimming lessons. With a strong parental involvement in our programs, students will make advancements academically. Parents will make those connections necessary to provide an excellent support system at home. Students at the secondary level will get the needed support to continue their education whether it is a four year college, junior college, or technical/trade school. Another activity that will help to improve academic achievement will be the opportunities for staff development for the staff of these centers.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville ISD is a Title I Part A schoolwide district that also receives Title II, Part A; Title I, Part D; Title III funds, and State Compensatory Education funds in addition to the Bilingual state allotment. These federal funds provide services to eligible students in reading, math, and provide supplementary health and social services. The federal, state, and local funds will be used to fund additional tutorials that are needed. The Executive Director of Elementary Education and Student Services will oversee these public resources.

The proposed grant activities will be implemented and coordinated with the funding from this grant and will be supplemental and will not supplant any funds. This will be the most effective use of public funds. The 21st Century Community Learning Centers grant or Texas ACE program grant will not be used to divert or decrease existing services or to provide services required by state law, the State Board of Education or by local policy.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities for the Greenville I.S.D. Texas ACE program will be based upon scientifically based research that provides evidence that the activities help students meet the academic achievement standards. Activities promoting project based learning in the areas of science, technology, engineering, and math (STEM) will be utilized. These activities will give students a solid grounding for advanced learning and subsequent careers in the STEM fields by offering experiential learning opportunities, mentoring and career development. Activities listed on the MyTexas ACE website will be utilized in planning for activities that are proven to be successful. Activity and lesson plan templates will also be utilized along with the four component activity guide. The learning objectives will follow the SMART outline – Specific, Measurable, Attainable; Relevant; and Targeted.

The proposed activities will be based on the objective set of behaviors – Texas ACE Critical Success Factors – to design a high-quality academic enrichment opportunities. The four factors include – Student and Family Engagement; School Involvement; Assessment Data; and Professional Development Impact. The Milestone Performance Indicators will be used as measure of success:

- Activity Tracking
- Curriculum/Lesson Plans
- Number of Meetings with students
- Number of contacts made with families, teachers, and school day staff
- Methods of assessment: pre/post tests, needs assessments, case plans, etc.
- Number of trainings
- Schedule of trainings
- Staff sign in sheets
- Participant surveys
- MyTexas ACE Training Reports

There are many sites that are recommended that will provide data bases for scientifically based programs....Afterschool.org, SEDL and ReadWriteThink. Continuously assessment and monitoring of these activities will be put into place to ensure that students are being helped by these activities in the quest for increased academic achievement. Activities that complement the school day and meet the U.S. Department of Education's standard of quality will be incorporated in the areas of communication skills; math skills; scientific inquiry; participation in the arts, music, dance, drama; physical fitness; problem solving; and technology.

There will be ongoing monitoring and assessment to determine if these activities are helping students meet state and local academic achievement goals by each Texas ACE program site. There will also be a periodic independent evaluation of the progress of the programs. These evaluations will be based on the goals and objectives of our program and will be used to refine, improve and strengthen our program.

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Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐X **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Strong partnerships in an Afterschool Education Center program are crucial to a program's success.
Greenville I.S.D.'s Texas ACE programs will partner with the following community-based organizations: Greenville Boys and Girls Club; and the Greenville YMCA; DrugFree Greenville, and another public entity....the H. Walworth Harrison Public Library. The partnerships will involve a *Memorandum of Understanding* with all four entities to provide activities for our students and parents to building an enduring and intricate program that share common goals and expectations.

These agreements will help to build and maintain positive open relationships with a diverse group of people. In working with our community partners. It will be a win-win situation for our students -- from vegetable gardens to robotics. Greenville I.S.D. will implement and administer the program according to the grant guidelines and will provide ongoing communication regarding the program; will provide space for the activities; space for supplies and materials; provide nutritional snacks; provide teachers.

The Greenville I.S.D. ACE program has partnered with the Boys and Girls Club of Northeast Texas and the YMCA of Greenville for the past five years. The group has worked seamlessly as a team to meet the needs of the students and families of Greenville. These organizations extend services to families for our students after our program ends. They also provide items to our students and families such as food, clothing, contest entry fees incentives and field trips.

We partner with DrugFree Greenville and are now extending that partnership through this next grant so that they can better serve the families of Greenville by being a part of our Family Engagement Areas that are set up on each of the seven ACE campuses. They will collaborate our efforts to bring free services to the parents by being at the campuses where most of the parents pick up their students. Examples of services include free dental checkups, counseling services, clothing, and shelter services.

A new partnership will begin for the 2016-2017 school year with the Joe Foss Institute that supports student efforts with Social Studies, Government, and Citizenship. They are planning to increase support of the Greenville I.S.D. ACE program over the next three years and sustain it afterwards. This institute will provide free materials such as lessons that align with the Texas Essential Knowledge and Skills and our local curriculum. Another new partnership will with the W. Walworth Harrison Public Library to add another parent education stem to our programs. Services will include parent literacy and other education nights and technology assistance for parents needing support regarding job applications, filing out online forms, college admission forms, etc.

There will be regular outreach and communication with key program stakeholders to create an ongoing, enduring, and sustainable program. There will be regular scheduled meetings between the Greenville ISD ACE Program and community organizations. The Project Director and Family Engagement Specialist regularly network by attending local community meetings and sharing the successes of our current ACE program.

Greenville I.S.D. will be the fiscal agent and will manage all the daily operations of our Texas ACE program sites. Greenville I.S.D. has met with the partners to determine what level of participation will be provided by their entities. Greenville I.S.D. feels that it is important to partner with these community based organizations for additional services for our students. These partnerships will be a win-win situation for all of those involved. The Memorandums of Understanding have been signed by all parties.

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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process used to select each center was based on information from our needs assessment activities. In surveying parents, we found that they wanted an afterschool program with tutoring and other activities. The centers selected include the following elementary schools: *Bowie Elementary, Lamar Elementary, Crockett Elementary, and Travis Elementary*. Bowie, Crockett and Travis had no after-school activities at all before our ACE grant. Lamar Elementary has a very limited after-school program that was basically after school care without any academic support. The secondary schools include: *Greenville Sixth Grade Center, Greenville Middle School and Greenville High School*. *Greenville I.S.D.'s Sixth Grade Center* and *Middle School* were also chosen because of a need for additional tutorials for their at-risk students to provide a continuous academic support to help students gain proficiency on state assessments. A component of their program will be character development and physical activities. *Greenville High School* was chosen because of a need to decrease the dropout rate and increase college attendance after high school graduation. The proposed program at Greenville High School would include credit recovery, STEM activities, career exploration, and college needs assessments Flexibility is essential to the success of our program design. Following is information about each campus where there will be an afterschool program. Greenville I.S.D. it a Title I district and has limited funds for after school tutoring and other activities that the ACE program can provide. Parent involvement is very limited on some campuses.

.*Bowie Elementary* – students still have gaps in their learning and the after school program with tutorials can help address some of these gaps. The teachers that work after school are some of the same teachers that work with our students during the day.

Crockett Elementary – this is a high minority and high poverty campus – high number of English Language Learners. There is a need for parent education as well as after school help for students. Parent involvement has increased in the last couple of years with the principal, teachers, and ACE staff working together.

Lamar Elementary – there is a strong demand for after school programs for the students at this campus. There is high mobility among this campus population and many students do have gaps in their learning.

Travis Elementary – this is also a high minority and high poverty campus with a high number of English Language Learners. Travis Elementary is in its second year of Improvement Required. Many students in this area are very mobile also. The afterschool program is a safe place for these students and the parents appreciate the help their students receive.

Greenville Sixth Grade Center – gaps in learning are also apparent with these students. Many of these students are involved in the ACE program – from Robotics to a dance team. The academic and enrichment programs benefit these students.

Greenville Middle School – Tutorials help these students with any gaps that they have in their learning. The tutors work with the school day teachers to determine what help these students need. The students are very involved in the activities that are planned by the ACE personnel.

Greenville High School – We have found that there is a group of students who did not identify with any other group – sports, music, etc. - but have come together to be a very tight knit group that enjoy working not only together academically but with the other activities that are involved at this campus. This has been very successful and much needed program.

Each campus has its own needs; however, all programs align with our mission as a district: "prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society". These programs will also have a positive effect on student attendance and behavior. The basic programs at Greenville I.S.D.'s Texas ACE programs will be academic assistance, enrichment activities, and physical activity. The Project Director and Site Coordinators will coordinate activities with our community based partners and the school staff as a whole. The Executive Director for Federal Programs/Student Services will oversee the whole grant. The parent/family component will be based on needs assessments from each Texas ACE program site with emphasis on literacy, family nights, health and nutrition, computer literacy, and families as partners in their child's education. The Family Engagement Specialist will coordinate these activities.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Executive Director of Elementary Education and Student Services has had experience as a project manager for a large TARGET grant, a Reading First grant, ACE grant, and Texas Literacy Grant and will help the Project Director, Site Coordinators and Family Engagement Specialist in providing enrichment and educationally related activities that will complement and enhance the academic performance, achievement, postsecondary and workforce preparation; and positive youth development of students of Greenville I.S.D.

The activities will use best practices, including research based practices to provide educationally sound curriculum. Greenville I.S.D. has continually added programs for their students after determining there are gaps in their learning or professional development for teachers. Currently, there is a robotics team at Greenville High School, Greenville Middle School, Greenville Sixth Grade Center, and fifth grade at the elementary schools. Greenville High School's robotics team has won the world championship and hopes do win more. Greenville I.S.D. is one of three school districts that provides a Suzuki Strings program for students. Greenville I.S.D. Destination Imagination teams have made an impact where ever they compete. Greenville I.S.D. is adding more career and technical courses and more endorsements. Greenville High School has an MOU with Paris Junior College. With the ACE Program, Greenville I.S.D. will be able to establish more community partnerships that will benefit our students in workforce preparation.

With the Texas ACE program sites, Greenville I.S.D.'s students will be able to continue to strive to succeed and engage in learning outside of the school day. This will lead to an increased sense of involvement in school and parent participation. Greenville I.S.D. wants to continue to offer other experiences to our at-risk students that so many times are not able to gain experiences in our global community.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville I.S.D. ACE program does use volunteers, which the school district processes through the volunteer procedure to make sure that they are screened before they work with our students. We have parent volunteers that work on each community learning center to help our students. There are also volunteers from various organizations that help support our students also.

The Site Coordinators are very good at seeking volunteers to help with the various activities on each campus. Some senior volunteers work with the students.

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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **X Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

A preliminary sustainability Enduring Program plan is in place for how the community learning centers will continue after funding under this program ends. The Greenville I.S.D. elected school board is behind the program for our students. The letters of support are attached at the end of this application. We are applying for priority points in this Statutory Requirement.

We do have funding constraints that would prohibit the program from being as broad as the one we have or expect to have in the coming years. The funding would be the specific challenge for our school district.

There are very limited opportunities for our students in the community. Although we are close to Dallas, many of our students do not have opportunities to attend any events there. Some rarely leave the city of Greenville. This is one reason the ACE program is so important to our students. They are able to experience many activities…from using a 3D printer to filming plays to building rockets to attending field trips.

The sustainability plan would involve community relationships and volunteers to help with the program. We have several partners that we currently work with and have built solid relationships with them. Their vision and mission statements are in line with our ACE program. We would coordinate with existing partners and plan efforts to maximize the effectiveness over time. The infrastructure of these extended learning opportunities will be replicated across our district once the funding ends. The following five steps are used to guide our planning:

- Determining the sustainability or growth outcome or target - what kind of impact are we having on our students?
- Determining the service model needed to accomplish the state outcome or target – looking at what works best for our students.
- Determining the required resources needed to support the stated service models – diverse resources are being sought after to support our program.
- Developing a theory of action that links resources to service models to outcome or targets – how are the resources going to be used?
- Developing a logic model to operationalize the theory of action – a model to guide further planning.

This is a continual process to maintain partnerships for the community wide support for our students and their families. We understand that the district leadership, school administrators, community leaders, family members, school day staff, and students are very important to this process of sustainability. We also know that this support can show great success in creating long lasting partnerships, funding streams, and sustainable programs.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville I.S.D. has had an ongoing relationship with community stakeholders for a long time. The Executive Director of Elementary Education and Student Services and Project Director began meeting with the Boys and Girls Club and YMCA representatives almost a year ago to discuss the needs of our community and how we could all collaborate for the best interests of our students. These collaborations can lead to ensuring that children are safe and are provided with constructive opportunities to learn and grow.

An integral part of determining whether the grant is a success is to determine whether the goals and objectives are being met and to provide feedback to the community stakeholders about the program planning, design and improvement. Each year Greenville I.S.D. will complete a yearly report which includes the following data: the four component activity guide and its impact on the program; performance measures; performance measures regarding TEA's critical success factors; and the program's sustainability.

Also included in the report will be self-assessment tools; program summaries for each site; program leadership; high quality staff, and linkages to the school day and community. This report will analyze the ongoing data and share the progress with stakeholders, staff, administrators, and school board and inform all involved with the program about the results and adjustments that have been made during the year.

Feedback will be sought during the year in the form of stakeholder meetings at least once during the fall, spring, and summer sessions. At this time, any concerns or issues will be discussed and resolved. Greenville I.S.D. will continually seek improvement thought the grant period and will involve all stakeholders to have ownership and involvement at all levels.

Community stakeholders play an important part in the overall success of our Texas ACE programs:

- In creating program awareness, Greenville I.S.D. program sites will recruit local community members to speak at the various sites. This networking will create program awareness and develop community support. Newsletters and newspaper articles about the sites will create an awareness of the youth of Greenville also. The Project Director and Site Coordinators will attend community meetings to raise the level of awareness in the city.

- When community stakeholders are true partners in the Texas ACE programs, there will be collaboration about what is working and what is not working with the program. Stakeholders will contribute to evaluating the program by looking at the data that is collected during the year. Evaluations can result in showing the impact of the program with the students and parents. In being involved in evaluating the indicators and performance measures, the community partners will increase their ownership and involvement at all levels.

- Involving the community stakeholders will also lead to sustainability. If the community stakeholders are actively involved in the programs progress, there is a fuller understanding of what resources are needed for sustainability. Educating the corporate and community organizations will help in sustaining our programs. Creating an Advisory Council to research the best practice sustainability.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville I.S.D. will continue to use the present the present **Project Director** with the following qualifications and experience: Master's Degree in education with at least three years of teaching or social work experience; experience in supervision, budgeting, curriculum development, data reporting and evaluation; be able to arrange appropriate staff development; develop community connections; develop positive school-day to after-school relationships; strong communications; public relations; and interpersonal skills; strong organizational and time management skills; excellent written and verbal skills; computer literacy skills. Major responsibilities would be to be thoroughly familiar with the approved grant; articulate the Texas ACE vision, mission, and objectives to all stakeholders; coordinate the Texas ACE program implementation with each center with the site coordinators; develop the recruiting strategies; serve as a liaison between TEA, Greenville I.S.D. and the centers; ensure that the programs are inviting and exciting as well as hands-on project based learning; respond to concerns; establish an environment of success; meet with Executive Director of Federal Programs/Student Services at least once a week; meet with the site coordinators as a group once a week; attend all required conferences and trainings; prepare and provide reports and data activities; give reports to the Board of Trustees of Greenville I.S.D.

Greenville I.S.D. will have **Site Coordinators** with the following qualifications and experience: Bachelor's Degree or Master's Degree in education or related field; experience in working with at-risk children; experience in supervision of staff; knowledge of community resources; ability to maintain positive working relationships with campus principal; teachers, parents, community partners, and project director; excellent written and verbal communication skills; strong organizational and time management skills. Major responsibilities would be to organize and work closely with campus personnel; ensure high program services and support; assure regular student participation; coordinate data entry and evaluation of the site; organize supplies and materials, equipment; and transportation for the center; recruit and train staff; lead and facilitate planning of activities; develop community connections; develop positive school-day to after-school relationships; meet all timelines regarding data input; attend all required conferences and trainings.

Greenville I.S.D. will have a **Family Engagement Specialist** with the following qualifications and experience: Associate's Degree or Bachelor's Degree in education or a related field; experience working with at-risk children; experience working in an educational, social service, or family support service setting; experience working with families of diverse cultures and economic backgrounds; adaptable to meeting the needs of the families in our community; strong communication and interpersonal skills; be familiar with the community resources; plan and coordinate the Family Engagement Program at all sites; work closely with the local PTAs; plan and organize the various family workshops; informs families of local resources; and develops family resource center including books, periodicals, pamphlets, and educational materials to check out.

Greenville I.S.D. will also have a **STEM Specialist** to provide students with appropriate learning activities and experiences in Science, Technology, Engineering, and Math to help them fulfill their potential for intellectual, emotional, physical, and social growth. These activities will enable students to develop competencies and skills to function successfully in their college and career aspirations.

These key people will make up the Greenville I.S.D. Texas ACE program team. This team will work closely with the Executive Director of Elementary Education and Student Services.

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Bowie Elementary	
9 digit campus ID#	116905102	Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)	K-5	

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	120
Number of Adults (parent/ legal guardians only) to be served:	75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Crockett Elementary	
9 digit campus ID#	116905103	Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)	K-5	

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	110
Number of Adults (parent/ legal guardians only) to be served:	75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Lamar Elementary	
9 digit campus ID#	116905106	Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)	K-5	

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	120
Number of Adults (parent/ legal guardians only) to be served:	75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Travis Elementary	
9 digit campus ID#	116905107	Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)	K-5	

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: Greenville Sixth Grade Centr	
9 digit campus ID#	116905108	Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)	6		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name: Greenville Middle School	
9 digit campus ID#	116905041	Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)	7-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	90
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: Greenville High School	
9 digit campus ID#	116905002	Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)	9-12	

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	80
Number of Adults (parent/ legal guardians only) to be served:	35

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name: N/A	
9 digit campus ID#		Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name: N/A	
9 digit campus ID#		Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name: N/A	
9 digit campus ID#		Distance to Fiscal Agent (Miles)
Grade Levels to be served (PK-12)		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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| Schedule #17—Responses to TEA Program Requirements (cont.) ||
| County-district number or vendor ID: 116-905 | Amendment # (for amendments only): |

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville I.S.D.'s ACE Program will coordinate with schoolwide programs under ESEA and State Compensatory Education by providing academic opportunities for our at-risk students. The program will increase student learning and increase the quality of instruction. We will ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach at a proficient on the challenging state assessments. Our program is aimed at reaching the needs of our students and families.

Clear and concise communication is the key to recruiting and retaining not only students but their families in Greenville I.S.D.'s Texas ACE programs. To recruit students, flyers will be sent home with each student at each elementary campus and flyers will be mailed to parents of students in grades 6-12. ACE outreach materials will be used: Student Engagement Posters; Community Engagement Posters; Business Support Stickers; and Door Hangers. It is important to balance the activities that meet the needs of the campus and the participants as well as to listen to the needs of the parents. Regular outreach and communication with all program stakeholders from the beginning of the grant is important for creating an enduring program.

By delivering innovative and engaging activities to students and their families will ensure that they will continue to attend our programs. The latest research will be used to determine what programs really "work" for students. These activities will be creative and will be balanced across the four core components. The communication created will be as simple as the registration form and household form to written recruitment plans to student and parent handbook that will include our philosophy, collaboration with parents, policies about attendance, discipline, health, pick up times, parent involvement, transportation and schedules.

Weekly schedules and a parent newsletter will be sent out at each campus to ensure that parents are informed of the activities that are scheduled at each campus site. To retain students, there will be ongoing student and parent surveys that are conducted and analyzed. The results will be implemented. There should be a student and parent voice in the types of activities to be planned at each site also. Engaging students and parents is critical to the success of the Texas ACE programs.

The Family Engagement Specialist will be serving to support families, communicate and build trusting relationships with families, and build links across individuals and organizations. This position will solicit family input by having family workshops, adult education classes, and health and social service support. These activities along with the student activities will help to retain students and parents to all become "regular" attendees.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program design was created after input from parents, teachers, campus staff, central administrative staff, and community stakeholders. Surveys were used for parent input, as well as communication to campus leaders. Forums were used for teacher and campus staff input and meetings were held for community stakeholders. Conversations were held with the one private nonprofit school in Greenville also. After going over the data from the parent survey and in surveying principals, it was determined that parents wanted to have the centers open Monday through Friday. Also in looking at the interest inventories to determine hours during the summer, it was determined that to give our students enough time to have the academic component and various enrichment activities, six hours per day is need.
It was determined that the following would be the schedule for each Texas ACE center:
- 14 weeks in the fall semester (beginning August 22, 2016) – 74 days – 15 hours per week
- 19 weeks in the spring semester – 99 days – 15 hours per week
- 6 weeks in the summer (6.5 hours per day, Monday-Friday) – 30 days – 32.5 hours per week

This will be a dependable and consistent schedule of activities for students and family members. After school programs will be extended to full days on six professional development days. The activities will also be age and grade level appropriate to enhance learning. The activities will be aligned to the school day curriculum and academic related activities aligned with the TEKS.
There is a substantial amount of research that indicates summer learning loss affects economically disadvantaged students because they are not able to have the academic experiences that other students have during the summer recess. One goal of our program is to provide those educational opportunities to continually close the learning gap for our students. Therefore, our programs will run for six weeks during the summer for six hours per day...Monday through Friday during the month of June.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of the Texas ACE programs will be on Greenville I.S.D. campuses. Most campuses have a secure vestibule and parents must let in to pick up their student. Those campuses that do not presently have the secure vestibule will have them by the fall 2016. Each site has a table with ACE staff that is close to the door:
- Welcoming to parents and caregivers.
- There is a daily activity log which lists the activity, room, student and supervising staff
- If a child is absent, sheet is marked absent; if not absent, Site Coordinator will proceed with necessary phone calls to establish location of student.
- There is a staff member nearby to greet parents and monitor the sign in and out procedure along with the students from the leadership class. Students must be signed out by a parent in grades K-6 and students also sign themselves out. High school students sign themselves out.
- Persons picking students up must be identified on the registration card as persons allowed to sign the student out of the program.
- Bus riders will be checked on to the bus by ACE personnel and the checkout list is kept on file.
- There are notices, program information and information from the Family Engagement Specialist available
- Information is available about upcoming events, extended days, program operation days and opportunities for upcoming Parent University event.

During the school year, transportation is provided home for our students participating in these programs. Transportation is also provided to and from the school during the summer session. The transportation is coordinated by the Project Director and the supervisor of the Greenville I.S.D. transportation department. Advance planning is conducted to determine the routes that will be necessary to deliver our students home safely.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 116-905	Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Greenville I.S.D.'s Texas ACE program will use the activity/unit and lesson planning tools to guide the development of high quality lessons that are planned, engaging, exciting and fun for our students and families. These lessons will be connected to the school day curriculum and the Four-Component Activity Guide. The Four-Component Activity Guide establishes a foundation for improving student success. Sound planning strategies will include questioning and scaffolding; using the new Bloom's taxonomy; incorporating the 5E lesson model; and creating cross curricular theme lessons. Our teachers will use the Texas ACE lesson planning tools to guide, connect, and offer hands-on projected based learning activities to expand our students' learning opportunities. The Four-Component Activity Guide includes the following:

- Academic Assistance – include the services and activities that support all educational areas as needed to promote student achievement and success in the school experience. The Greenville I.S.D.'s Texas ACE program will create exciting, motivating lessons to sustain constant student participation. Some activities based on student data will include: accelerated instruction; computer literacy; credit recovery; homework check; engineering activities; literacy programs; math activities; and number sense activities. The acceleration program will be based on information from the school day teachers on the ACE students and their Curriculum Based Assessment results. The activities will be based on evidence based best practices. Our students will make progress and gains in their academic endeavors.

- Enrichment Activities – include activities that support and promote student achievement and success in school experience. There will be intrinsic motivation and hands on engaging activities for the utmost participation. These activities will include: arts and crafts activities; character building; conflict resolution; creative arts; dance; fitness; games; and cooking classes.

- Family and Parental Support Services – include services and activities to increase participation by families and parents of students participating in the Texas ACE program. Included will be: adult education, employment skills training; health and nutrition.

- Graduation and College and Workforce Readiness – include services and activities that promote workforce awareness, job and/or college readiness, skills training, and preparation for the workforce. Some activities that fall in this group: career exploration; career talks; business environment etiquette; college days; and college needs assessment.

The Activity Alignment Form; Activity/Unit Planning Worksheet; and Lesson Plan templates will be used to coordinate and create activities at all sites.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Greenville I.S.D. ACE program strives to create a great opportunity to deliver innovative and engaging activities to students and their families to expand the school day. In looking at the needs assessment and the assessment data on our students, the ACE program will work collaboratively with the school day staff to: create targeted activities and lesson plans; ensure the quality of these activities; and coordinate the logistics of these activities to ensure timely delivery. The ACE staff evaluates each activity to make sure that it is aligned with the required Four-Component Activity guide and also that it meets the U.S. Department of Education's requirements. Data is reviewed frequently and should be ongoing. The needs of our students are constantly evolving and we constantly look at ways that we can best support our students.

These activities are designed and implemented to meet the needs of our students who are at risk of academic failure and of dropping out of school. The activities will integrate the following: Texas ACE goals along with the Four-Component Activity Guide; national and state standards; engaging learning strategies; school day and family connections; and activity reflection from out-of-school time staff and participants. The campus data should include Texas Academic Performance Reports, school report cards, campus improvement plans; disciplinary reports, attendance reports and graduation reports.

These activities are intentional and we ensure that they are by following these areas: Learning Objectives, Assessment Components; Activity and Lesson Plans, and Active Recruitment.

Learning objectives will clearly express what the students will be able to do after participating in an activity. They are written for each activity and are measurable and observable. The goals should be SMART goals – Specific; Measurable; Attainable; Relevant; and Targeted. There are pre and post *assessments* that are part of the academic tutoring to determine if a student is making progress or the activity is having the impact on the student that it was intended to do. Lesson plans should be clear and concise. The intentional activities include both an *activity plan* and corresponding *lesson plans*. The activity plan should provide the "big picture" of the activity and it includes the information that is required to be put into TX21st. Lesson plans are used daily in each classroom to guide the work of the staff doing the activity. The lessons will include the 5E's: Engage, Explore, Explain, Elaborate and Evaluate. Greenville I.S.D. uses certified and highly qualified teachers to deliver instruction during academic time.

Students are *actively recruited* to be included in specific activities. It is important that our most at risk students benefit from these activities. Scheduling is very important also when determining what activities will be used. We also address the targeted instruction during our summer term. We know that students will experience learning losses during the summer if they are not engaged in educational activities.

Students will be grouped focusing on their needs or particular gaps in instruction. Small group instruction is also used for certain skills. The teacher to student ratio is 1:6 for tutoring and specific interventions. This ratio is used at all seven sites: Bowie Elementary, Crockett Elementary, Lamar Elementary, Travis Elementary; Greenville Sixth Grade Center; Greenville Middle School and Greenville High School.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family engagement is a critical factor to the success of our ACE program. It is sometimes difficult to get family members to participate regularly in the after school program. If at least one adult family member participates with them in learning center activities then they are more likely to participate again with their student. When there are family members that are engaged everyone stands to win from this situation...the student, the family members, the actual program, the community and even our campuses. The Family Engagement Specialist is paramount in developing good relationships between the school and families. The Family Engagement Specialist has the responsibility of creating activities, situations, and environments that ensure a trusting bond with parents. The Family Engagement Specialist also provides opportunities for literacy and related educational development and meaningful engagement in their child's education. The Family Engagement Specialist will attend at least one conference on family and parental involvement.

The four strategies of the Family Engagement Specialist include:
- Support families – focus on the family's assets, consider the concern and needs of the families and children served, and also solicit family input. Some of the activities to support families would include workshops, adult education classes, and health support.
- Communicate and build trusting relationships with the families – communicate positively and provide leadership opportunities for families.
- Hire and develop a family-focused staff – family will become involved if they feel that they are welcomed and encouraged. Some ideas here would be exercise classes, first aid courses, and art classes.
- Build linkages across individuals and organizations – partnering with local oganizations to provide workshops how how families an obtain services that their child might need.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director and the Family Engagement Specialist work very closely together in coordinating the programs for the Greenville I.S.D. ACE program. Coordination between the Family Engagement Specialist and the Project Director include weekly meetings, monthly meetings with site coordinators, daily campus visits and meetings with the staff that is responsible for sign in and sign out. These meetings are designated times for the Family Engagement Specialist to work with the staff in small groups, or one-on-one in some instances to ensure that the family events identified in the Project and Campus Plans are fully implemented. Training and education will be conducted at these times and follow up visits to campuses to ensure appropriate implementation. The Family Engagement Specialist will maintain regular communication with all parents regarding their students and the program; conducting needs assessments and surveys to determine types of activities families want and need; providing outreach and service referrals that address family needs; maintaining a family resource center.

Yearly, the Family Engagement Specialist and Project Director will visit every site at least once to conduct registration nights. These nights are orchestrated in order for the Family Engagement Specialist and Project Director to speak one-on-one with every individual parent to explain the intent of the program and the requirements of the Greenville I.S.D. ACE program. Parents are assisted with every aspects of the forms, including offering forms in other languages and having an interpreter present. Parents will be strongly encouraged to volunteer in the program in a way that fits with their life situation. All parents that are registered by the Family Engagement Specialist and Project Director volunteer in some way large or small, which is a major step in family and community growth.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Greenville I.S.D. District Improvement Plan makes reference to an increase in reading and math instruction and in looking at the data from our students' assessments and achievement gaps; the Greenville I.S.D. ACE program has increased its literacy offerings. The Family Engagement Specialist will offer Literacy Nights, ESL Classes and "Tech Talk" (which will offer parents assistance with technology-related questions such as how to fill out a job application online, help their child apply for FAFSA) and will assist with "Books on the Go," which will allow parents to check out a "goodie bag" with a book to read with their child, an activity to complete together and an artifact related to the book. Other activities include Partner Talk (organizations we term partners come into the schools to educate parents on the services they provide families in the community), Teacher Talk (teacher shares with parents pertinent information about how to access grades, what students are doing in the classroom, etc.) and Rock 'n' Roll Meetings (share prosocial and emotional skills training approaches with parents).

In addition, the Family Engagement Specialist will offer a Health and Safety series which will feature Health Fairs, Nutrition programs, and community events to keep families active and educated on the importance of exercise such as the YMCA Healthy Kids Day, the YMCA Cotton Patch Challenge (5K) and the DrugFree Greenville Walkathon. Other events will include STEM (Science, Technology, Engineering, and Math) Saturdays, Community Service Learning Projects such as Ringing the Bell and Foodbank Support, and community events such as the MLK and Christmas Parade, the YMCA Father-Daughter Dance, Master Gardener events, and the YMCA Fall Festival.

These activities will be offered in the fall and spring at W. Walworth Public Library; YMCA; individual school campuses; downtown Greenville at the Heritage Garden and Market Square; Greenville Sports Park; and various businesses in Greenville.

To address the needs of working families, we try to make the classes or activities attractive to parents. This is achieved by offering light snacks to parents who do not have time to cook for their children and themselves before participating; scheduling the events at times that are convenient for working parents; and offering extended childcare. The activities themselves address needs that parents have identified via surveys, formal and informal. Selfcare and healthcare are always at the top of the list, as well as activities that parents can participate in along with their students. Activities such as STEM Saturdays, Health Fairs, Rock and Roll Meetings Featuring Social Skill Curriculum and Master Gardeners events will appeal to parents as we are not taking parents away from their students but allowing them instead to learn with their child. ESL and Literacy nights will also be offered, again, with the intent of enhancing communication between parent, child, and school.

Additional resources that will be used to provide family engagement activities include the Joe Foss Institute, Boys & Girls Club of Northeast Texas, YMCA of Greenville, DrugFree Greenville, Master Gardeners of Hunt County, community and parent volunteers.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 116-905	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☐	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☒
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☒	☐	☒
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☒	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 116-905		Amendment number (for amendments only):		

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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County-District Number or Vendor ID: 116-905	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☒	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☒
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 116-905	Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **1**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **0**

Check box only if there is no data available to determine the number of eligible students: ☐

Total Nonprofit Participants

Total nonprofit schools participating: **0**	Total nonprofit students participating: **0**	Total nonprofit teachers participating: **0**
No nonprofit schools participating: ☒	No nonprofit students participating: ☒	No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: 116-905	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery N/A

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site

☐ Other (specify):		

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day

☐ Summer vacation	☐ Other (specify):	

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.
☐ There are no differences between the program benefits provided to the public school students and the private school students.
☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

	Description of Difference in Benefits		Reason for the Difference in Benefits
1		1	
2		2	
3		3	
4		4	
5		5	

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