



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

Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021

NOGA ID <input type="text"/>	Application stamp-in date and time
TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:	
Competitive grant applications and amendments to competitivegrants@tea.texas.gov	

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

Grant period: From to **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
In seven GPISD elementary schools, more than 25% of students failed to meet TX standards on STAAR reading and more than 50% failed to meet standards on STAAR writing. This is significantly lower than state averages. Each school serves 60-84% at-risk learners.	GPISD will open seven K-5 ACE centers. GISD/ACE staff will evaluate and identify struggling learners. Site Coordinators will schedule academic tutorials before and after school. ACE staff will integrate AVID writing, inquiry, collaboration, organization & reading (WICOR) skills into ACE activities. GPISD unit tests will monitor progress. STAR 360 (K-3) & STAAR (4-6) growth will evaluate achievement.
6.3% of economically disadvantaged, 8.5% of English language learners and 7.9% of special education students dropped out of GPISD in 2020. These learners need differentiated lessons to master grade level TEKS.	An AVID Specialist will guide the development of enrichment activities, student clubs, and study trips to enrich classroom curriculum, accelerate learning, and close achievement gaps. Grades and promotion rates will be used at the end of each term to monitor student progress and continuously improve ACE offerings.
75.7% of GPISD students are from low income homes. Families struggling with poverty (11%), language barriers (35%), and limited education (32% GED, 45% HS diploma, 23% bachelor degree) need support to improve engagement, attendance, and behavior.	Families in need will be targeted based on referrals, surveys, and attendance/discipline data. A Family Engagement Specialist will facilitate the development of ACE activities to meet physical, socio- emotional, and adult education needs of families. Feedback, student attendance, and behavior rates will be used to continuously monitor progress and improve ACE support and activities.

5. SMART Goal

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

SMART Goal: 75% of students regularly attending a high quality K-5th grade Texas ACE program will enter sixth grade prepared for rigorous secondary Grand Prairie ISD career and technical education (CTE) programs as evidenced by mastery on the reading and math sections of the end-of-year Renaissance STAR 360 assessment in grades K-3, and growth on the reading and math sections of the State of Texas Assessment of Academic Readiness (STAAR) in grades 4-5.

Objectives: (1) Increase academic achievement focusing on reading/language arts, writing and math; (2) Decrease school day absences and discipline referrals; and (3) Improve grade point average and on-time promotion rates.

6. Measurable Progress

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

First-Quarter Benchmark

- 1) Recruit and hire ACE Staff; 2) Form Advisory team, meet as needed; 3) Conduct needs assessment; 4) Attend TEA training in August; 5) Create Logic Model, ACE Plan, Strategic Plans, and criteria for targeted recruitment; 6) identify students for ACE; 7) Finalize Instructional Program Design and MOUs with partners; 8) Use ACE Blueprint to implement academic, enrichment, support, college to career, and family engagement activities 15 hours per week for 13 weeks in fall term; 9) Staff conducts weekly planning to develop intentional lessons based on current academic, attendance, behavioral data; 10) Instructors submit lesson plans weekly to ACE; 11) Leaders conduct observations daily utilizing designated Quality Assurance tools; 12) Collect student and project data daily using TX21st; 13) Monitor spending monthly; 14) Submit reports and fall data to TEA, GPISD, and stakeholders.

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

1) ACE Advisory Team and TEA technical assistance self-assess and use capacity development process to revise logic model; 2) Restructure personnel, training, resources, and programming to meet benchmarks; 3) Conduct training and assign resources to improve student and family outcomes; 4) ACE staff attend weekly feeder campus planning to monitor academic, attendance, and behavioral data and to develop lessons; 5) Integrate AVID curriculum into lessons; 6) Submit data and lessons to ACE weekly; 7) Use ACE Blueprint to implement high quality academic, enrichment, support, college to career, and family engagement programming; 8) Students attend ACE 17 weeks of spring; 9) Leaders conduct observations using designated Quality Assurance tools; 10) Students recruited on ongoing basis; 11) Collect student and project data daily (TX21st) and quarterly (PEIMS); 12) TEA monitors budget and spending monthly; 13) Submit required reports including winter data to TEA, GPISD and stakeholders.

Third-Quarter Benchmark

1) Revise ACE logic model and implementation based on winter data using capacity development process; 2) Restructure personnel, training, resources, and programming to meet goals; 3) TEA technical assistance, ACE training, and collaborative resources used to improve participant outcomes; 4) ACE staff plans with GPISD and partners to monitor academic, attendance, and behavioral data weekly and develop intentional lessons; 5) Submit lesson plans to ACE weekly; 6) Use ACE Blueprint to collaboratively implement high quality programming; 7) Participants attend ACE activities five weeks of summer; 8) Leaders conduct observations utilizing designated Quality Assurance tools; 9) Student and project data collected daily using TX21st and quarterly using PEIMS; 10) TEA monitors data and spending monthly; 11) Submit required reports including spring data to TEA, GPISD and stakeholders; 12) Conduct annual ACE Evaluation externally; 13) Advisory Team plans ACE for upcoming year.

7. Project Evaluation and Modification

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

The goal of the GPISD ACE program is to prepare at-risk learners to graduate high school prepared for college and the workforce. Project leaders will use district data and feedback to conduct a comprehensive needs assessment in the summer of 2021. The team will use the information to develop the ACE Plan including a logic model, theory of change, mission, vision, and goals. The plan will guide ACE leadership in working with campus improvement teams to create a Strategic Action Plan for each center. ACE staff will use the action plans, the ACE Blueprint, and TX ACE training and support resources to implement center programming that meets student needs.

The ACE Blueprint outlines core components shown by research to positively impact student outcomes: 1) School Community Engagement; 2) Vision, Mission, Goals; 3) Continuous Quality Improvement; and 4) Operations. The Project Director will attend training and lead the Texas ACE Quality Assurance Process (QAP) to monitor and evaluate program processes and procedures for each component of the ACE Blueprint. Staff will collect data daily using the Texas 21st CCLC Student Tracking system (TX21st) and quarterly using PEIMS. ACE leaders will submit evaluation data and feedback to TEA each fall, winter, and spring. Quality indicators submitted for analysis will vary with each snapshot. The Project Director will include a self-evaluation as part of the QAP submission.

A TEA Monitor will guide project leaders in utilizing the Capacity Development Process to understand snapshot data. If data does not show progress in meeting benchmarks and/or goals, the team will use a collaborative process of research, brainstorming, and rating to restructure the program for success and sustainability. Changes will be made to activity offerings, implementation strategies, lesson plan content, instructional practices, and/or personnel and resource allocations based on the analysis. An independent evaluator will conduct the annual ACE Evaluation to determine the impact of ACE participation on student attendance, behavior, and achievement. Project leaders will use the evaluation, comprehensive needs assessment, and school improvement plans to create Strategic Plans for each center. The continuous improvement cycle will ensure the GPISD ACE project is accountable for managing resources effectively, meeting performance measures, and achieving student success goals.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.
 - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
 - b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
 - c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

A. NEEDS ASSESSMENT: During each spring, the GPISD District Improvement Committee composed of educators, district and campus improvement team representatives, educational partners, and community members conducts a comprehensive needs assessment. To plan the after school initiative, the committee reviewed quantitative and qualitative data from the needs assessment as well as GPISD Additional Day School Year (ADSY) program reports to identify district and community needs. School improvement leaders worked with the team to review academic grades, state assessment scores, attendance rates, behavior incident reports, community surveys, and ADSY participant feedback. The committee decided to open ACE centers at Bowie, Daniels, Garcia, Whitt, Seguin, Lee (renamed Morton), and Travis Elementary schools. The majority (66%) of ACE students served will be from targeted support campuses - Bowie, Daniels, Whitt, and Seguin. Each campus identified for ACE is low performing and serves 60%-84% at-risk learners which is higher than the state average of 50%. Strategic Action Plans will be designed to meet the specific needs of campus students and families.

B. STUDENTS SERVED: Grand Prairie is located in the DFW metroplex. High demand occupations of the region include health science, technology, and advanced manufacturing. GPISD offers CTE sequences in each field leading to industry credentials and/or a postsecondary degree. A review of GPISD data indicates less than 20% of at-risk, 28% of economically disadvantaged (ECD) and 30% of English language learners (ELL) graduate with these credentials. These student groups have the lowest college readiness scores in critical areas of reading and math. 1) Literacy Achievement: Approximately 24% of kindergarten through 2nd grade students in each school struggle to master grade level reading content as indicated by STAR 360 scores. In 3rd through 5th grade, more than 25% of learners at each school failed to meet state standards of achievement on the reading section of STAAR. In addition, fourth grade STAAR writing scores were significantly lower than state standards and state averages at each campus. Economically disadvantaged, language learners, and Special Education students score lower on these assessments than the general population. 2) Math Achievement: More than 20% of 3rd through 5th grade students at each campus failed to meet state standards on the math section of STAAR. Economically disadvantaged students score lowest in this content area. 3) Census data indicates at least 18% of Grand Prairie children live below the poverty level. ACE will partner with more than 20 community organizations to coordinate services such as health assistance, housing opportunities, counseling and social services to promote ACE family wellness, success in school, and a bright future. Summary: ACE elementary centers will target 80 to 150 K-5th grade learners. ACE students will represent approximately 25% of the ECD and ELL student population and 30% of students qualifying for Special Education services. 4) Virtual tutorials, enrichment projects, and college to career activities will be provided to all students during school closing using the Canvas learning platform. Students and family members will utilize Apple devices provided to all GPISD learners to access learning. Electronic Texas ACE resources such as digital outreach materials, on-line adult education courses, and email communication will be used to reach and serve all family members including those who work outside the home.

C. RECRUITMENT: ACE will actively recruit students from low socio-economic backgrounds and students qualifying for ESL/ bilingual or Special Education services who: struggle in reading, writing and math, are at in danger of not being promoted to the next grade; or are at-risk of not graduating. In addition, targeted students who do not attend school regularly and/or need support with their behavior or socio-emotional skill sets will be actively recruited. Students most in need will be identified through PEIMS data (grades), monthly campus data meetings, and referrals by parents, teachers, counselors, and administrators. During the school year, student attendance, discipline incident reports, grades, and stakeholder referrals will be monitored weekly by ACE staff and GPISD teachers to continuously identify and serve high need learners.

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9. Statutory/Program Requirements (Cont.)

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

The GPISD ACE program will positively impact student achievement by focusing on four component areas:

- 1) Reading Achievement: Certified teachers will conduct ACE TEKS based academic activities immediately after school to build understanding, close achievement gaps, and improve classroom performance. Homework assistance and tutorials held for at least 45 minute sessions will support mastery of key classroom concepts and ensure at-home assignments are completed. The ACE AVID Specialist will work with ACE educators to integrate writing, inquiry, collaboration, organization and reading (WICOR) components into each enrichment activity. Saturday and summer academic offerings will address knowledge and skill deficits identified through assessment results. SMART Goals: 80% of K-3rd graders regularly attending ACE will improve reading achievement as evidenced by mastery of reading skills on STAR 360 administered in spring 2022. 75% of 4-5th graders regularly attending ACE will improve reading achievement as evidenced by growth in reading on the STAAR administered in spring 2022.
- 2) Math Achievement: Science, technology, engineering, fine arts, and math (STEAM) projects, clubs, and activities will be offered as ACE enrichment. These activities will be designed to develop math concepts through exploration of concepts and application of skills to create new ideas or solve problems. SMART Goal: 85% of K-3rd graders regularly attending ACE will improve math achievement as evidenced by showing growth on the math section of STAR 360 administered in spring 2022. 80% of 4-5th graders regularly attending ACE will improve math achievement as evidenced by showing growth on the math section of STAAR administered in spring 2022;
- 3) Improve Engagement in School and Attendance: The Family Engagement Specialist (FES) will collaborate with partners to offer activities that promote student engagement and attendance in school. The GPISD Health Services Director and community service agencies will link parents to services that meet social, economic, and health needs. Girls Incorporated will present focus group training that equips family members to navigate economic and social barriers that impede success. The Boys and Girls Club and The EPIC will offer fitness and recreation camps to involve family members in physical games, competitions, and fun. GPISD Learning Elevated for All Learners (LEAP) and Grand Prairie Libraries will offer adult education opportunities. SMART Goals: 85% of K-5th grade students regularly attending ACE during the school and summer sessions who had a school-day attendance rate at or below 90% in 2020-21 will increase school attendance to at least 95% in 2021-22. 100% of 1st-5th graders regularly attending ACE will improve engagement in school as evidenced by teacher survey data reported in May 2022.
- 4) Improved Grades: College to Career activities will help students make the connection between success in school and a bright future. The AVID Specialist will work with the GPISD CTE department and community business partners to identify high demand occupations and businesses in Grand Prairie. The specialist will guide families to explore careers. High school students will lead ACE learners in tours of CTE programs in GPISD. University and community college partners will host study trips to link occupations to programs of study. SMART Goal: 75% of ACE 2-5th graders who regularly attend ACE programming during school and summer sessions and have a prior year an unweighted grade point average (GPA) less than 3.0 in May of 2021 will improve academic performance as evidenced by an increased GPA in reading/ELA and math by May of 2022.
- (5) Improve Positive Behavior: ACE activities in all component areas are designed to cultivate socio-emotional learning. ACE staff will attend training in Capturing Kids Hearts (CKH) to use evidence based strategies to create safe and welcoming environments where students are relationally connected and eager to learn. CKH strategies for building meaningful, productive relationships and mediating problems will be integrated into academic support activities. Kindness Clubs will be offered to assist family members in developing traits essential to setting goals, building personal responsibility, and achieving personal and team success. CKC strategies for making positive choices when faced with decisions concerning drug use, violence, bullying, and other risk factors will be presented during club activities. SMART Goal: 90% of 1-5th graders regularly attending ACE who have a record of behavior incidents or suspensions in 2020-21 will experience a decrease in behavior incidents as reported in GPISD records or suspensions as reported in PEIMS during the 2021-22 school year.

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9. Statutory/Program Requirements (Cont.)

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

IMPROVE ACHIEVEMENT: GPISD offers 24 schools and programs with career and technical education (CTE) pathways to high demand professions of the DFW metropolitan region. Texas Academic Performance Report data indicates GPISD choice initiatives were successful in preparing 71% of the general population to enter college, a career, or the military in 2019. However, only 54% of educationally disadvantaged (ECD), 50% of English language learners (ELL), and 16% of Special Education students graduated ready for college or technical training. To increase the number of at-risk learners succeeding in rigorous CTE pathways, GPISD proposes to open Texas ACE Centers in seven low performing schools serving the highest number of ECD and ELLs in grades K-5: Bowie, Daniels, Garcia, Whitt, Seguin, Morton (formerly Lee) and Travis Elementary. Each ACE center will be located on the school campus it serves. This will provide access to daily ACE activities for students and family members in a safe and appropriate learning environment. Each ACE component has been designed to coordinate with state grade level TEKS and to support student mastery of classroom curriculum: 1) Academics: ACE students will be expected to attend at least 45 minutes of Dedicated Homework Assistance and Tutorials daily. Academic activities will provide extended learning time to master grade level content in reading, English language arts, writing, and math. The AVID Specialist will work with instructors to integrate WICOR writing, reading, inquiry, and research components into each activity. 2) Enrichment: MindWorks will be part of daily ACE enrichment programming to develop student interests and talents in fields such as fine arts, physical education, and technology applications. Fun and interactive games and projects will be designed to explore core curriculum topics and inspire creativity, problem-solving, and self-awareness; 3) College to Career: Wonder Kits will build college and workforce skills such as resilience, confidence, and problem solving as students collaborate to solve real world problems through service learning. 4) Family Engagement: A trained Family Engagement Specialist will encourage and coordinate family participation in Reading, Math, and College to Career events; the GPISD Experience (choice programs); campus PTO and volunteer opportunities; parent/teacher conferences, and LEAP adult education opportunities. The Canvas learning management program will be used to communicate with parents and present remote instruction via zoom when families cannot participate in person due to work or school closings. Wonder Kits will also be distributed to support learning at home. **COORDINATION:** The ACE planning team worked with campus leaders and improvement teams at each eligible campus to develop a schedule of ACE activities designed to meet the needs and improve academic performance of targeted learners. Certified teachers and instructional aides have been identified to provide instruction in each center. The project director and site coordinators will confer with district educators from the Teaching and Learning, Bilingual, Special Education, and Health Services departments as well as community partners throughout the year for the purpose of aligning ACE goals with district curriculum initiatives. ACE educators will meet weekly with campus teachers to review student data and plan TEKS based lessons that support and extend district and classroom curriculum. **ENGAGED LEARNERS:** Each center will provide 15 hours of weekly programming for 30 weeks of the academic school year and 30 hours of weekly programming during the 5 week summer term. The variety of activities on the ACE menu, differentiated instructional delivery methods, and student choice in selecting/designing activities based on personal interests will ensure students are engaged in learning and attend ACE regularly. In addition, Capturing Kids Hearts and YOU Matter curriculum will be integrated into daily ACE activities. The powerful character education strategies will engage families in topics and activities that build self confidence and social responsibility. Project staff will serve as adult advocates to encourage participation and inspire success. **OVERSIGHT:** A Project Director, Site Coordinators for each center, Family Engagement Specialist, and AVID Specialist will manage the ACE program. All ACE administrators will be full time staff members. The Program Director will oversee planning, development, implementation, and evaluation of the program, as well as, staff supervision and program reporting. Site Coordinators will manage each center including scheduling activities, events, and training; facilitating team meetings; conducting observations; reviewing lesson plans; and collecting and reporting data. Family Engagement and AVID Specialists will support educators in designing academic and support programming for students and family members to improve student engagement, achievement, and success.

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9. Statutory/Program Requirements (Cont.)

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

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

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

In 2017, the Career and Technical Education (CTE) department in Grand Prairie ISD formed a partnership with the University of Texas at Arlington to establish the Education and Leadership Preparatory Academy. The CTE Education and Training pathway is designed to prepare students to successfully earn teacher certification and return to the district to be employed as Grand Prairie ISD elementary teachers. Students in the GPISD Education and Training pathway attend the University of Texas at Arlington during 11th and 12th grade to earn up to twenty-one postsecondary credits by high school graduation. Credits are stackable to count toward Texas Foundation Program high school graduation and Public Service Endorsement, an Educational Aide certificate, and University of Texas at Arlington (UTA) Bachelor of Arts degree in Multidisciplinary Studies with EC-6 Generalist Certification. Once students in the program graduate from high school, they work as classroom aides in GPISD as they earn the college degree and teacher certification. Once the young educators have earned postsecondary credentials, they return to the district to teach in Bilingual, ESL, or Special Education classrooms. The pathway empowers students from high need backgrounds the support to become educators and give back to their home school and community.

During high school, students in the Education and Leadership Preparatory Academy are required to complete internships in GPISD elementary classrooms to meet postsecondary course requirements of the bachelor degree program. The students are assigned to work with high performing teachers to learn to assess student needs, design accelerated curriculum, and utilize differentiated instructional practices to positively impact achievement for struggling students. Even though the UTA is located at 701 S. Nedderman Drive in Arlington which is within 20 to 25 minutes from each high school campus, finding time in the school day to complete internships is a difficult task for students required to attend classes at both high school and university campuses. The partnership between GPISD, UTA, and ACE will enable students in Education and Leadership courses to serve as interns during non-school hours. The students will be assigned to work with highly qualified and certified ACE teachers designing and teaching ACE tutorials for bilingual, English language learners, and Special Education students.

The innovative internship will improve academic outcomes for ACE learners by reducing the student to teacher ratio in tutorial activities. The high school students will also serve as role models to inspire elementary learners to succeed in school and enter the Education and Leadership pathway or other CTE early college programs at GPISD. Opportunities to learn from first generation college students from the same neighborhood who have overcome barriers to enter college and earn credentials to join the workforce in a respected profession would not be available to ACE learners without the establishment of the GPISD, UTA, and ACE partnership.

The Memorandum of Understanding signed by the GPISD Superintendent and UTA President and updated each year since 2017 confirms the ongoing commitment of Grand Prairie ISD and the University of Texas at Arlington to offer the Education and Training career pathway. The early college program which expands the number of diverse, highly trained educators serving the students of GPISD each year will also sustain the ACE after school program after the project period ends.

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9. Statutory/Program Requirements (Cont.)

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

A TEA sponsored evaluation of statewide Texas ACE programs published in 2020 explored center characteristics and approaches tied to positive student outcomes. The GPISD ACE program will use the research based practices from the ACE Blueprint as well as promising practices outlined in the evaluation to implement a high performing ACE program. 1) Higher implementing centers set goals for increasing student interest in and comfort with learning. GPISD ACE sites will be true community centers. Each center will be located in the neighborhood campus which will provide a safe and familiar environment for elementary students. This practice will increase student engagement and attendance resulting in improved student performance. 2) Higher implementing centers focus on providing family members with opportunities to participate in planning, implementing, and evaluating each neighborhood center. Family members will be recruited to serve on the Advisory Team. They will work with project leaders to plan and design activities to meet the interests of learners and the expectations of the campus and educators. The Advisory Team will also play an active role in reviewing quarterly data and providing feedback pertaining to center schedules and offerings, the design of activities, the allocation of resources for school and home use, and the revision of ACE policies. The active involvement of family members in planning and each phase of continuous improvement will align programming to learner needs to increase student academic achievement. 3) Higher implementing centers focus on providing family members with opportunities to participate in adult learning. The Family Engagement Specialist will encourage and facilitate parent participation in GPISD and Grand Prairie Library adult learning offerings including English as a second language, High school equivalency, and Workplace Literacy classes. Participation in adult education empowers parents to find employment. Through the process, family members begin to see education as a path to success resulting in increased enrollment in career education for parents and children. 4) Higher implementing centers encourage youth to have a voice. The ACE program will use YOU Matter strategies to encourage participants to identify talents and interests and communicate their ideas and choices as they gain confidence in their own abilities and become leaders in their home, school, and community.

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

Grand Prairie ISD operates a public school transportation system of school buses. Students will attend ACE in their neighborhood campus after school. There will be no need for transportation to ACE centers and parents will pick up students at the end of the after school program. School buses will be used to transport students to adjunct sites to attend specialized activities which can not be hosted at ACE sites such as recreational and fitness camps and adult education courses sponsored by the library. Buses will also transport students on study trips to partnering colleges, the Dallas Zoo, and The Perot Museum of Nature and Science. Grant funds will be used to pay compensation for bus drivers employed to drive ACE routes.

The Grand Prairie ISD Transportation Department operates transportation services in compliance with all related local, state, and federal statute and guidance. During the pandemic, students will be required to wear masks and apply approved hand sanitizer when boarding school transportation. Buses will be sprayed inside with sanitizer after morning and afternoon routes. Parents or guardians of ACE students shall be responsible and accountable for the conduct and safety of their children at all times prior to the arrival and after the departure of the school bus at the assigned school bus stop. Because each ACE center will be located in a neighborhood school campus, to reduce the chance of contracting Covid-19, families will be encouraged to drop students off, carpool, or walk with their student to the ACE centers during the pandemic.

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9. Statutory/Program Requirements (Cont.)

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

The Grand Prairie ISD (GPISD) Afterschool Centers on Education will utilize Texas ACE marketing materials and templates to create information for families about the community learning centers and to promote ACE activities. Marketing materials customized to each center will provide the nature of ACE activities, the location of the center, hours of operation, and local center staffing. Texas ACE branding will be used in all materials and promotions to provide families information about the nature and characteristics of the statewide program and to create awareness of a full spectrum of ACE services. ACE brochures and information sheets will be distributed at each ACE participating campus, on the GPISD website, the GPISD LEAP center, and community centers such as child care centers, partnering fine arts schools, churches, local businesses, Grand Prairie libraries, and the Chamber of Commerce during the summer of 2021 and throughout the school year. Communication will be provided in both English and Spanish.

The school principal will introduce the ACE program to students during the first week of classes and to parents at Parent Teacher Organization (PTO) meetings. In addition, ACE brochures will be included in GPISD school enrollment materials for new students. ACE program information will be shared with stakeholders throughout the year. The GPISD ACE Logic Model, ACE Strategic Plans, and ACE Center Schedules will be published on the GPISD Afterschool Centers on Education website. Each summer, the annual ACE Evaluation will be presented to the Board of Trustees and community during a regularly scheduled Board meeting and posted to the website.

ACE staff will be in constant contact with family members throughout the academic and summer terms through email, text, phone calls, and website announcements to encourage and sustain program participation. During times of school closures and in summer months, ACE centers will distribute information through the GPISD website, digital newsletters, and Canvas learning platform.

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

In each elementary schools targeted for ACE, more than 25% of students failed to meet TX standards on STAAR reading and more than 50% failed to meet TX standards on STAAR writing. GPISD will coordinate ACE grant funds with appropriate local, state, and federal funding revenues to maximize after school programming and improve short term reading and writing achievement. District leaders from School Improvement, Teaching and Learning, CTE, ESL/bilingual, and Special Education departments will work with ACE to develop focus ACE curriculum aligned with state standards and district priorities. Campus principals will collaborate with ACE leaders to develop center schedules, procedures, and events aligned to school operations and student needs. GPISD will provide ACE access to training, curriculum, resources, libraries, and technology labs.

ACE will serve economically disadvantaged (ECD) and English language learners (ELLs). Less than 28% of ECD and 30% of ELLs graduate with these credentials. GPISD will integrate ACE with local, state, and federal initiatives to improve long term academic outcomes of participants. 1) Additional Day School Year (ADSY): GPISD receives ADSY grant funding to provide summer programming to five campuses participating in the ACE Program. ACE and ADSY will join forces to offer five weeks of ADSY enrichment in June and July for K-5th graders to reduce summer slide. 2) ESL Enrichment: GPISD offers enrichment camps to prepare K-1 English language learners to excel in school. ACE K-1st graders qualifying for ESL/bilingual services will attend GPISD summer enrichment. 3) GPISD Experience: GPISD offers 24 schools and programs of choice leading to a high demand career in the DFW region. ACE families will attend GPISD College to Career events and the GPISD Experience to enroll students in 6-12 schools or programs of choice in the child's field of interest. 4) Early College Programs: GPISD offers CTE career pathways through Early College High School, PTECH, and ICIAA programs. ACE students will tour early college program sites. High school students will present information and expectations about GPISD CTE career pathways.

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9. Statutory/Program Requirements (Cont.)

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

GPISD is dedicated to partnering with parents and the community to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence and college readiness. The ACE Advisory Board and GPISD Associate Superintendent will work with TEA technical assistance to review the ACE Plan including logic model, theory of change, vision and mission. ACE technical assistance will also work with the team to review Strategic Action Plans to confirm essential academic and operational program components are part of each center plan. The Project Director will submit the plans to TEA for evaluation and approval. ACE goals will be integrated into district and campus improvement plans. This will designate GPISD personnel, instructional resources, and finances are dedicated to the ACE program to support project implementation and continuation after the project ends.

The ACE Advisory Board will utilize TEA technical assistance and the ACE Blueprint to implement, a successful ACE project. The ACE Site Coordinators will be essential to implementing a high quality program. The full time project leaders will be responsible for successful implementation of daily project tasks, recruiting high energy, highly qualified teachers and assigning them to grade level content areas in which they have documented success with at-risk learners to increase student achievement and school success. The FES Specialist and AVID Specialist will integrate college preparation and socio-emotional skills into lessons to increase student attendance and improve student performance. Community partnerships will support each component of programming including academic, enrichment, academic support, and college to career components. The success of the ACE project will ensure the program is recognized as a GPISD school improvement initiative to be continued in high need campuses for future generations.

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

The GPISD Texas ACE Program will encourage parents and community members to participate as volunteers in the after school program. The Project Director, Site Coordinator, Family Engagement Specialist, and AVID Specialist will recruit volunteers during the registration process and throughout the project period. Parents will receive a volunteer application to fill out when they complete registration for ACE. Volunteer candidates will fill out a "Grand Prairie Independent School District: Application for School Volunteer" form and submit it to the Site Coordinator at the ACE center where they wish to volunteer. The completed application will be sent to the GPISD Human Resources Department. Qualified persons will be approved to serve as volunteers based on meeting district guidelines including a criminal history check. Once the application is approved, the Site Coordinator will contact the volunteer and make arrangements for their involvement in the ACE Program.

The ACE program will establish a YOU Matter Mediation Club. Students and parents will serve as volunteers in addressing an ACE program or community issue. Through the club, students will identify a problem, gather information, consider options, and implement a solution chosen by club members. Students and family members will design a service learning project to implement the solution selected. Club members will evaluate the effectiveness of the solution over time and adapt actions to yield positive outcomes. Through active participation in a variety independent and cooperative problem solving experiences, ACE students and families will learn strategies to take their place in society as well-informed and responsible citizens who are kind and compassionate agents of change.

ACE volunteers will work under the direct supervision of the campus Principal. Volunteers will enter ACE through the office and document participation hours by signing the "ACE Volunteer Sign-in" sheet. The Site Coordinator will keep a copy of all volunteer applications and participation at the center. The GPISD system developed for recruitment, application, and documentation of volunteers will provide the appropriate screening and placement of volunteers to ensure ACE centers are safe environments for students and family members.

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9. Statutory/Program Requirements (Cont.)

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

ACE program evaluations indicate positive student outcomes are related to the extent of student participation in the program. TEA has set research-based guidelines specifying the number of hours and days students must attend ACE to positively impact academic achievement. GPISD ACE centers will follow the prescribed guidelines to promote student success. Each center will provide 3 hours of academic and enrichment programming after school. The schedule will include ACE programming during 13 weeks of fall 2021, 17 weeks of spring 2022, and 5 weeks of summer 2022. The GISD Texas ACE centers will implement Texas ACE Blueprint research-based strategies to positively impact attendance and academic achievement over time. ACE staff members will have constant contact with GPISD personnel and families to identify students most in need of the ACE programming. The program will be introduced through the school website, PTO meetings, and new student enrollment documents. Referrals will be solicited from parents, educators, counselors, and social workers. ACE centers will elicit student voice and choice. Student interest inventories, informal conversations, student focus groups, ticket outs, and journal reflections will be used to reflect student needs and interests in the daily schedule of activities. GPISD ACE centers will motivate student attendance through an attendance challenge and will host celebrations of student success. Guidelines and activities associated with the incentive program will be co-created and led by students to inspire student engagement and leadership, and to improve student attendance, behavior, and academic achievement. SMART Goals: 50% of K-5 students will participate 120 minutes/day for at least 45 days in the fall and spring of 2021-22 academic year as evidenced by TX21st attendance data. 50% of K-5 ACE students will participate 240 minute/day for at least 12 days in the summer of 2022 as evidenced by TX21st attendance data.

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

During 2020, the ACE Advisory Board conducted a Texas ACE needs assessment using quantitative and qualitative data from the GPISD comprehensive needs assessment. The team also studied the goals objectives, activities, benchmarks, and expected outcomes identified to achieve school improvement in the District Improvement Plan. The ACE team of school, family, and community stakeholders used the information to identify at-risk student groups and to design a logic model to meet the needs of targeted students and their families. The logic model includes a theory of change, vision, mission, and goals for the ACE program. Next, the campus Principal, ACE staff, campus educators, family members, and community representatives used the ACE logic model and Campus Improvement Plans to develop a Strategic Action Plan for each center. The ACE Blueprint organizes ACE research, guidelines, and requirements into four broad components: School Community Engagement; Vision, Mission, Goals; Continuous Quality Improvement; and Operations. Subcomponents aligned with program operations are identified in the blueprint for each ACE component. The Strategic Plan developed for each center lists actions, resources, dates of implementation, quality indicators, and measures of effectiveness for each subcomponent to meet student and center outcomes. Finally, the Advisory Team used the Strategic Plan to develop an operations schedule, staffing plan, and budget for each center. ACE staff members will use the plan to implement a quality program. The Campus Improvement Committee and ACE staff will work with TEA technical assistance monitors to analyze data and feedback quarterly. The Advisory Team will review the data and feedback after each analysis to determine the effectiveness of the program in meeting the measures of effectiveness and student service targets while maintaining center-level quality. The logic model and strategic plans will be modified as needed to meet annual project goals. The plan for continuous improvement will ensure the ACE program meets the measures of effectiveness and student service targets while maintaining center-level quality.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Project Director salary and fringe (1 PD)	\$88,500
2.	Site Coordinator salary - \$52,000 salary and \$11,500 fringe for each SC (7 SC)	\$430,500
3.	Specialist salary - \$52,000 and \$11,500 fringe for 1 FES and 1 AVID Specialist	\$127,000
4.	Auxiliary Staff: (Bus Driver \$8000 and Nurse 32,000)	\$40,000
5.	Extra Duty Pay (professional \$200,000 and support personnel \$290,000)	\$490,000

Professional and Contracted Services

6.	Academics - AVID training (7 campuses)	\$47,831
7.	Enrichment - YMCA, Boys and Girls Club, EPIC center fees	\$10,000
8.	SEL - YOU Matter Training	\$4,500
9.	Adult Education - Community Partner fees for participation	\$21,000
10.	Independent Evaluator	\$21,000

Supplies and Materials

11.	Supplies and Materials (7 centers)	\$245,000
12.		
13.		
14.		

Other Operating Costs

15.	Workshops, conferences	\$10,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID: 057910

Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	057910102	ACE at Bowie Fine Arts Academy JAMES BOWIE FINE ARTS ACADEMY 425 Alice Dr., Grand Prairie, TX 75051 (972) 262-7348 (targeted support)	0	PK-5	150	75
2	057910104	ACE at David Daniels Elementary DAVID DANIELS ELEMENTARY ACADEMY OF SCIENCE AND MATH 801 S.W. 19th St. Grand Prairie, TX 75051 (972)264-7803 (targeted improvement)	0	PK-5	100	50
3	057910124	ACE at Hector P Garcia Elementary HECTOR P GARCIA ELEMENTARY 2444 Graham St, Grand Prairie, TX 75050 (972) 237-0001	0	PK-5	80	40
4	057910126	ACE at Ervin C Whitt Elementary ERVIN C WHITT ELEMENTARY 3320 S. Edelweiss Dr., Grand Prairie, TX 75052 972-264-5024 (targeted support)	0	K-5	150	75
5	057910128	ACE at Juan N Seguin Elementary JUAN N SEGUIN ELEMENTARY 1450 SE 4th St, Grand Prairie, TX 75051 (972) 522-7100 (targeted support)	0	K-5	100	50
6	057910132	ACE at Delmas Morton Elementary ROBERT E LEE ELEMENTARY (Name changed 2020 to Delmas Morton) 401 E Grand Prairie Rd, Grand Prairie, TX 75051 (972)262-6785	0	K-5	80	40
7	057910137	ACE at the Travis World Language Academy WILLIAM B TRAVIS WORLD LANGUAGE ACADEMY 525 NE 15th St, Grand Prairie, TX 75050 (972)262-2990	0	PK-8	100	50
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	057910102	ACE at Bowie Fine Arts Academy JAMES BOWIE FINE ARTS ACADEMY 425 Alice Dr., Grand Prairie, TX 75051 Targeted assistance				PK-5	150	75				
Feeder	NA											
Feeder	NA											
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>		NA		NA		0 weeks						
Fall Term		Aug 30,2021		Dec 17, 2021		13 weeks						
Spring Term		Jan 4, 2022		May 20, 2022		17 weeks						
Summer Term		June 6, 2022		July 15, 2022		5 weeks						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Saturday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sunday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Hours Per Week:	15				15				30			
Adjunct Sites, If applicable (site name and full address)	Dubiski High School, 2990 South Highway 161, Grand Prairie, TX 75052 (Career Workshops); Grand Prairie Main Library, 901 Conover Drive, Grand Prairie, Texas 75051 (Adult Education); Boys and Girls Club 1000 Enterprise St, Grand Prairie, TX 75052 (Fitness Events); University of Texas at Arlington 701 S. Nedderman Dr., Arlington, TX 76013 (College Night). 2960 The Epic, 2960 Epic Place, Grand Prairie, TX 75052 (recreational activities).											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Evening Events: College and Career Nights, Family Literacy Nights, Reading and Math Nights, Field Trips: UT Arlington and Dallas Community Colleges, Dallas Zoo, Poirot Museum. Saturday Events: Boys and Girls Club Fitness Events on Saturday; APPLE camp (use of GPISD iPads) Remote Instruction: ACE Virtual instruction will be held during school closings via Canvas learning platform and YouTube learning platforms.											
Parent/Legal Guardian Activities	Career workshops at Dubiski High School, Grand Prairie Library Adult basic education; GPISD All Pro Dads Program – dads as leaders/volunteers in schools; GPISD Family Literacy, Reading, and Math Nights. GPISD Learning Elevated for All Learners (LEAP) offers American Experiences Diversity Panel, Be Kind Parent Enrichment and Ingles Conversational Series; GPISD Bilingual Department translation services; Be Kind campaign for parents (practicing kindness school/community/online/); Tech Camp.											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	057910104	ACE at David Daniels Elementary (targeted support DAVID DANIELS EL ACADEMY OF SCIENCE AND MATH 801 S.W. 19th St. Grand Prairie, TX 75051				PK-5	100	50				
Feeder	NA											
Feeder	NA											
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>		NA		NA		0 weeks						
Fall Term		Aug 30,2021		Dec 17, 2021		13 weeks						
Spring Term		Jan 4, 2022		May 20, 2022		17 weeks						
Summer Term		June 6, 2022		July 15, 2022		5 weeks						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Saturday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sunday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Hours Per Week:	15				15				30			
Adjunct Sites, If applicable (site name and full address)		Dubiski High School, 2990 South Highway 161, Grand Prairie, TX 75052 (Career Workshops); Grand Prairie Main Library, 901 Conover Drive, Grand Prairie, Texas 75051 (Adult Education); Boys and Girls Club 1000 Enterprise St, Grand Prairie, TX 75052 (Fitness Events); University of Texas at Arlington 701 S. Nedderman Dr., Arlington, TX 76013 (College Night). 2960 The Epic, 2960 Epic Place, Grand Prairie, TX 75052 (recreational activities).										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Evening Events: College and Career Nights, Family Literacy Nights, Reading and Math Nights, Field Trips: UT Arlington and Dallas Community Colleges, Dallas Zoo, Poirot Museum. Saturday Events: Boys and Girls Club Fitness Events on Saturday; APPLE camp (use of GPISD iPads) Remote Instruction: ACE Virtual instruction will be held during school closings via Canvas learning platform and YouTube learning platforms.										
Parent/Legal Guardian Activities		Career workshops at Dubiski High School, Grand Prairie Library Adult basic education; GPISD All Pro Dads Program – dads as leaders/volunteers in schools; GPISD Family Literacy, Reading, and Math Nights. GPISD Learning Elevated for All Learners (LEAP) offers American Experiences Diversity Panel, Be Kind Parent Enrichment and Ingles Conversational Series; GPISD Bilingual Department translation services; Be Kind campaign for parents (practicing kindness school/community/online/); Tech Camp.										

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	057910124	ACE at Hector P Garcia Elementary HECTOR P GARCIA ELEMENTARY 2444 Graham St, Grand Prairie, TX 75050				PK-5	80	40				
Feeder	NA											
Feeder	NA											
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>		NA		NA		0 weeks						
Fall Term		Aug 30,2021		Dec 17, 2021		13 weeks						
Spring Term		Jan 4, 2022		May 20, 2022		17 weeks						
Summer Term		June 6, 2022		July 15, 2022		5 weeks						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Saturday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sunday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Hours Per Week:	15				15				30			
Adjunct Sites, If applicable (site name and full address)	Dubiski High School, 2990 South Highway 161, Grand Prairie, TX 75052 (Career Workshops); Grand Prairie Main Library, 901 Conover Drive, Grand Prairie, Texas 75051 (Adult Education); Boys and Girls Club 1000 Enterprise St, Grand Prairie, TX 75052 (Fitness Events); University of Texas at Arlington 701 S. Nedderman Dr., Arlington, TX 76013 (College Night). 2960 The Epic, 2960 Epic Place, Grand Prairie, TX 75052 (recreational activities).											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Evening Events: College and Career Nights, Family Literacy Nights, Reading and Math Nights, Field Trips: UT Arlington and Dallas Community Colleges, Dallas Zoo, Poirot Museum. Saturday Events: Boys and Girls Club Fitness Events on Saturday; APPLE camp (use of iPads) Remote Instruction: ACE Virtual instruction will be held during school closings via Canvas learning platform and YouTube learning platforms.											
Parent/Legal Guardian Activities	Career workshops at Dubiski High School, Grand Prairie Library Adult basic education; GPISD All Pro Dads Program – dads as leaders/volunteers in schools; GPISD Family Literacy, Reading, and Math Nights. GPISD Learning Elevated for All Learners (LEAP) offers American Experiences Diversity Panel, Be Kind Parent Enrichment and Ingles Conversational Series; GPISD Bilingual Department translation services; Be Kind campaign for parents (practicing kindness school/community/online/); Tech Camp.											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	057910126	ACE at Ervin C Whitt Elementary (targeted support) ERVIN C WHITT ELEMENTARY 3320 S. Edelweiss Dr., Grand Prairie, TX 75052				K-5	150	75				
Feeder	NA											
Feeder	NA											
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>		NA		NA		0 weeks						
Fall Term		Aug 30,2021		Dec 17, 2021		13 weeks						
Spring Term		Jan 4, 2022		May 20, 2022		17 weeks						
Summer Term		June 6, 2022		July 15, 2022		5 weeks						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Saturday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sunday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Hours Per Week:	15				15				30			
Adjunct Sites, If applicable (site name and full address)	Dubiski High School, 2990 South Highway 161, Grand Prairie, TX 75052 (Career Workshops); Grand Prairie Main Library, 901 Conover Drive, Grand Prairie, Texas 75051 (Adult Education); Boys and Girls Club 1000 Enterprise St, Grand Prairie, TX 75052 (Fitness Events); University of Texas at Arlington 701 S. Nedderman Dr., Arlington, TX 76013 (College Night). 2960 The Epic, 2960 Epic Place, Grand Prairie, TX 75052 (recreational activities).											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Evening Events: College and Career Nights, Family Literacy Nights, Reading and Math Nights, Field Trips: UT Arlington and Dallas Community Colleges, Dallas Zoo, Poirot Museum. Saturday Events: Boys and Girls Club Fitness Events on Saturday; APPLE camp (use of iPads) Remote Instruction: ACE Virtual instruction will be held during school closings via Canvas learning platform and YouTube learning platforms.											
Parent/Legal Guardian Activities	Career workshops at Dubiski High School, Grand Prairie Library Adult basic education; GPISD All Pro Dads Program to increase number of fathers leading in school; GPISD Family Literacy, Reading, and Math Nights. GPISD Learning Elevated for All Learners offers American Experiences Diversity Panel, Be Kind Parent Enrichment, Ingles Conversational Series; GPISD Bilingual Department translation services; Be Kind campaign for parents (practicing kindness school/community/online); Tech Camp.											

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

(Part 5) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	057910128	Juan N Seguin ACE Center JUAN N SEGUIN ELEMENTARY 1450 SE 4th St, Grand Prairie, TX 75051 (targeted support)	K-5	100	50
Feeder	NA				
Feeder	NA				

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>	NA	NA	0 weeks
Fall Term	Aug 30,2021	Dec 17, 2021	13 weeks
Spring Term	Jan 4, 2022	May 20, 2022	17 weeks
Summer Term	June 6, 2022	July 15, 2022	5 weeks
Total number of weeks:			35

Center Schedule

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

Adjunct Sites, If applicable (site name and full address)	Dubiski High School, 2990 South Highway 161, Grand Prairie, TX 75052 (Career Workshops); Grand Prairie Main Library, 901 Conover Drive, Grand Prairie, Texas 75051 (Adult Education); Boys and Girls Club 1000 Enterprise St, Grand Prairie, TX 75052 (Fitness Events); University of Texas at Arlington 701 S. Nedderman Dr., Arlington, TX 76013 (College Night). 2960 The Epic, 2960 Epic Place, Grand Prairie, TX 75052 (recreational activities).
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Evening Events: College and Career Nights, Family Literacy Nights, Reading and Math Nights, Field Trips: UT Arlington and Dallas Community Colleges, Dallas Zoo, Poirot Museum. Saturday Events: Boys and Girls Club Fitness Events on Saturday; APPLE camp (use of iPads) Remote Instruction: ACE Virtual instruction will be held during school closings via Canvas learning platform and YouTube learning platforms.
Parent/Legal Guardian Activities	Career workshops at Dubiski High School, Grand Prairie Library Adult basic education; GPISD All Pro Dads Program to increase number of fathers leading in school; GPISD Family Literacy, Reading, and Math Nights. GPISD Learning Elevated for All Learners offers American Experiences Diversity Panel, Be Kind Parent Enrichment, Ingles Conversational Series; GPISD Bilingual Department translation services; Be Kind campaign for parents (practicing kindness school/community/online); Tech Camp.

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 5) Grantee will enter information for the approved center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	057910132	ACE at Delmas Morton Elementary ROBERT E LEE ELEMENTARY (Name change Board of Trustees 2020 to Delmas Morton Elementary) 401 E Grand Prairie Rd, Grand Prairie, TX 75051			K-5	80	40					
Feeder	NA											
Feeder	NA											
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>		NA		NA		0 weeks						
Fall Term		Aug 30,2021		Dec 17, 2021		13 weeks						
Spring Term		Jan 4, 2022		May 20, 2022		17 weeks						
Summer Term		June 6, 2022		July 15, 2022		5 weeks						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	8:00	12:00	12:30	2:30
Saturday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sunday	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Hours Per Week:	15				15				30			
Adjunct Sites, If applicable (site name and full address)	Dubiski High School, 2990 South Highway 161, Grand Prairie, TX 75052 (Career Workshops); Grand Prairie Main Library, 901 Conover Drive, Grand Prairie, Texas 75051 (Adult Education); Boys and Girls Club 1000 Enterprise St, Grand Prairie, TX 75052 (Fitness Events); University of Texas at Arlington 701 S. Nedderman Dr., Arlington, TX 76013 (College Night). 2960 The Epic, 2960 Epic Place, Grand Prairie, TX 75052 (recreational activities).											
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Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 5) Grantee will enter information for the approved center. Center information should be entered in the same order as included in the approved application.

Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	057910137	ACE at the Travis World Language Academy WILLIAM B TRAVIS WORLD LANGUAGE ACADEMY 525 NE 15th St, Grand Prairie, TX 75050	PK-8	100	50
Feeder	NA				
Feeder	NA				

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>	NA	NA	0 weeks
Fall Term	Aug 30,2021	Dec 17, 2021	13 weeks
Spring Term	Jan 4, 2022	May 20, 2022	17 weeks
Summer Term	June 6, 2022	July 15, 2022	5 weeks
Total number of weeks:			35

Center Schedule

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

Adjunct Sites, If applicable (site name and full address)	Dubiski High School, 2990 South Highway 161, Grand Prairie, TX 75052 (Career Workshops); Grand Prairie Main Library, 901 Conover Drive, Grand Prairie, Texas 75051 (Adult Education); Boys and Girls Club 1000 Enterprise St, Grand Prairie, TX 75052 (Fitness Events); University of Texas at Arlington 701 S. Nedderman Dr., Arlington, TX 76013 (College Night). 2960 The Epic, 2960 Epic Place, Grand Prairie, TX 75052 (recreational activities).
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MEMORANDUM OF UNDERSTANDING (MOU)
for the
EDUCATION & LEADERSHIP PREPARATORY PROGRAM
between
THE UNIVERSITY OF TEXAS AT ARLINGTON
and
GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

In accordance with and under the authority of Texas Education Code Sections 61.027 and 61.076 and the Rules and Regulations of the Texas Higher Education Coordinating Board, high school students may enroll in university courses and receive simultaneous academic credit from both the university and the high school. In order to ensure the quality of dual credit courses and to facilitate communications and understanding between the Grand Prairie Independent School District (hereafter GPISD) and The University of Texas at Arlington (hereafter UTA), the following provisions are agreed to by UTA and GPISD with regard to dual credit under this Memorandum of Understanding (hereafter MOU).

I. SCOPE

a. Subject of Agreement

GPISD and UTA enter into the following agreement concerning the participation of GPISD students in the GPISD & UTA dual credit Education & Leadership Preparatory Academy that aligns with and transitions to a 4-year degree and teacher certification in Early Childhood through 6th grade with a Bilingual or ESL focus. The result of this collaboration is a two-year program at the high school level that will enable participants to take a total of four (4) academic courses from the College of Education and four (4) UTA core courses.

b. Purpose of Agreement

The purpose of this MOU is to provide the outline, requirements, and guidelines for GPISD & UTA dual credit Education & Leadership Preparatory Academy.

c. Students

The Agreement is designed to serve only students in the GPISD at Grand Prairie High School (GPHS), South Grand Prairie High School (SGPHS), and Young Women's Leadership Academy (YMLA).

d. Date of Effect

The Agreement will be in effect from the date on which parties have affixed their signatures. Review, revisions and termination provisions are discussed below in Section IV.

II. STUDENT ELIGIBILITY

High School juniors or seniors can participate in GPISD & UTA dual credit Education & Leadership Preparatory Academy by demonstrating college readiness and direct admission by satisfying the following requirements:

- a. Be a current student in the Education & Leadership Preparatory pathway at GPHS, SGPHS, or YWLA;
- b. Be in the 11th grade with an overall high school GPA of 3.0 or higher overall at the beginning of the fall in which the student will enter the program and maintain at least a 3.0 GPA throughout the program;
- c. Be willing to commit to a 2-year program and participate in some required Saturday activities;
- d. Have good high school attendance and discipline history;
- e. Satisfy the Texas Success Initiative (TSI) requirement for college readiness by achieving the minimum passing standards on the TSI Assessment Test, or equivalent.
- f. Successfully pass TSI reading & writing in sophomore year prior to entering program;
- g. Successfully pass TSI math in junior year while in the program;
- h. Be in the Education & Leadership Preparatory pathway at GPHS, SGPHS, or YWLA
- i. Be a junior at the beginning of the fall in which the student will enter the program;
- j. Be eligible to enroll as a dual credit student at UTA;
- k. Attend parent orientation meeting; and
- l. Complete dual-credit application.

III. UNDERSTANDING OF THE PARTIES

a. General Understandings, UTA

During the period of this agreement, UTA will:

1. On a semester or academic year basis communicate to GPISD the dual credit courses available under this MOU;
2. Offer on the UTA campus the dual credit coursework and instruction for students for the courses;
3. Offer practicum experiences based on availability;
4. Offer testing required by the courses; and
5. Provide GPISD with necessary student information to evaluate the effectiveness of the program (student performance) as permitted by FERPA.

b. General Understanding, GPISD

During the period of this agreement, GPISD will:

1. Provide UTA with the necessary student information to communicate and notify students of their admission (name, address, test scores).
2. Accept applications from students of GPHS, SGPHS, and YWLA in the spring of their sophomore year.
3. Provide students transportation to the class locations.
4. Provide students appropriate class release time for purposes of meeting with the UTA faculty.
5. Offer students in the program a paid Teacher Aide position with GPISD after high school graduation and while continuing studies in the UTA College of Education.
6. In addition to a high school diploma, students who have completed the Education & Leadership Preparatory program will receive a pending contract to become an Educator in GPISD upon earning a college degree and teacher certification.

c. Mutual Understandings

1. Participation of qualified students in the program will be permitted in compliance with the applicable federal, state, and local nondiscrimination laws and regulations. In particular, UTA and

GPISD will not discriminate on the basis of race, color, national origin, religion, gender, age, sexual orientation, marital status, disability, military discharge, or veteran status in any area of employment or in services to their students.

2. Both institutions will maintain their accreditation with regional accrediting associations or and other accreditation currently in existence pertaining to the degree programs.
3. Each institution will attempt to encourage and maintain a high degree of cooperation between their support staffs in the operation of this MOU.
4. Any waiver by either party of any term or provision of this MOU at any time will not constitute a waiver of any other or all terms and provisions. Any waiver of any part of a provision of this MOU at any one time will not constitute a waiver for all times.
5. For purposes of this MOU and pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) UTA hereby designates GPISD as a school official with a legitimate educational interest in the educational records covered by this MOU. Both parties will comply with the Family Education rights and Privacy Act (FERPA/Buckley Amendment) in the handling of educational records of students enrolled in their programs.

IV. REVIEW, AMENDMENT AND TERMINATION

All parties are committed to the concept of a long-standing agreement. This MOU will be amended when programs are added, deleted, or significantly modified. Amendments may take the form of letters signed by the signatories below or their designated representatives. This MOU is effective for two years (Fall 2017 cohort and Fall 2018 cohort) and will be reviewed annually or at any time at the request of either party. Either party may terminate its role in the agreement with a written 120-day notice.

V. FACULTY QUALIFICATIONS

The professors for a dual credit education course will be employed by UTA. The professors must meet credential requirements of UTA and the Southern Association of Colleges and Schools.

VI. GRADING CRITERIA/PROCEDURES

At the end of each semester, UTA will provide a grade roster with letter and numeric grades to the applicable high school principals for dual credit courses. The UTA courses offered for dual credit, regardless of format, follow the same syllabus, course outline, grading procedure, and other academic policies as other courses at UTA. Letter grades are given in accordance with academic policies printed in the UTA catalog and placed on the UTA transcript. GPISD will record the student's official grade on the student's report card and the final grade on the student's Academic Achievement Record. The student must earn a grade of 70 or higher in order to earn high school credit

VII. TRANSFERABILITY OF CREDIT

UTA is a fully accredited institution and basic academic courses are generally transferable. However, since each university has its own policy regarding the transferability of courses, each student is strongly advised to check with the university to which he or she plans to attend if other than UTA, to determine the transferability of the UTA courses.

VIII. STUDENT EXPECTATIONS/SERVICES

Students enrolled in dual credit courses:

- Are required to follow UTA rules and regulations;
- Are classified as undeclared majors;
- Are limited to enrolling in two (2) UTA courses each fall, spring, or summer semester while concurrently enrolled in high school; and
- Receive academic advising for course registration through the UTA dual credit program.

IX. FEES

UTA fee waivers for students enrolled in dual credit courses result in a price per course lower than that paid by other UTA students. Specifically, GPISD will pay UTA the fee applicable to dual credit (currently \$150.00 per three (3) credit hour course - \$50.00 per semester hour) for students enrolled in a three (3) credit hour course.

Annual renewal of this MOU is automatic unless one institution notifies the other in writing of its desire to modify this MOU for a total term of five (5) years. Equally important as the stated provisions above is the spirit of cooperation between GPISD and UTA. Both parties endeavor to provide a positive collegiate level experience for those high school students with the maturity and academic preparation to benefit from university level courses.

THE UNIVERSITY OF TEXAS AT ARLINGTON

GRAND PRAIRIE ISD



Dr. Jeanne Gerlach

Institutional Representative

The University of Texas at Arlington

2/17/17

Date



Winston Minix

Institutional Representative

Grand Prairie Independent School District

2/17/17

Date



Dr. Teresa Taber Doughty

Dean College of Education

The University of Texas at Arlington

2/17/17

Date



Dr. Vistasp Karbhari

President

The University of Texas at Arlington

Date



Dr. Susan Hull

Superintendent

Grand Prairie Independent School District

Date

**FIRST AMENDMENT
TO
AGREEMENT ON DUAL CREDIT COURSES OFFERED BY
THE UNIVERSITY OF TEXAS AT ARLINGTON**

This First Amendment to the Agreement on Dual Credit Courses Offered by The University of Texas at Arlington ("First Amendment") is dated effective as of July 1, 2018 ("Effective Date"), and is entered into by and between The University of Texas at Arlington ("UTA"), an agency and public institution of higher education established under the laws of the State of Texas, and The Grand Prairie Independent School District ("School District").

UTA and School District entered into an Agreement on Dual Credit Courses dated effective October 23, 2014 ("Agreement"). UTA and School District now desire to amend the terms of the Agreement as more particularly set forth below:

1. **Term:** The parties agree to extend the Agreement end date to July 31, 2021. Thereafter the parties may renew the Agreement by mutual written agreement.
2. **Additional Courses:** The parties further agree to add additional courses to the Course Matrix previously agreed to, as follows:

High School (HS) Campus	College Course	Semester Credit Hours (SCH)	HS Course Equivalent	HS Course Credit	Instructional Site (HS or UTA)	Financial Responsibility		Semester Offered		
						Tuition	Textbook	Fall	Spring	Summer
GPCI	ANTH 1306	3	Special Topics – SS	0.5	UTA			X	X	
SGP, GPHS, YWLA	BEEP 3381	3	Practicum in Education & Leadership	0.5	UTA				X	
GPCI	CRCJ 3300	3	Forensic Science	1.0	UTA			X		
GPCI	ECON 2305	3	Economics	0.5	UTA			X	X	
GPCI	ECON 2306	3	Economics	0.5	UTA			X	X	
SGP, GPHS, YWLA	EDUC 3301	3	Instructional Practice in Education & Leadership	0.5	UTA				X	
SGP, GPHS, YWLA	EDUC 2302	3	Instructional Practice in Education & Leadership	0.5	UTA			X		
SGP, GPHS, YWLA	ELED 4317	3	Instructional Practice in Education & Leadership	0.5	UTA			X		
SGP, GPCI, GPHS, YWLA	HIST 1311	3	U.S. History Part A	0.5	UTA			X	X	
SGP, GPCI, GPHS, YWLA	HIST 1312	3	U.S. History Part B	0.5	UTA			X	X	
GPCI	JOUR 2330	3	Journalism	0.5	UTA			X	X	
GPCI	MATH 1426	3	Calculus AB	0.5	UTA			X	X	
GPCI	POLS 2311	3	Government	0.5	UTA			X	X	

SGP, GPCI, GPHS, YWLA	POLS 2312	3	Government	0.5	UTA			X	X
GPCI	PSYC 1315	3	Psychology	0.5	UTA			X	X
GPCI	PSYC 3315	3	Special Topics – SS	0.5	UTA			X	X
GPCI	PSYC 3322	3	Special Topics – SS	0.5	UTA			X	X
GPCI	SPAN 1441	3	Spanish I Part A	0.5	UTA			X	X
SGP, GPCI, GPHS, YWLA	SOCI 1311	3	Sociology	0.5	UTA			X	X
	SPAN 1442	3	Spanish I Part B	0.5	UTA			X	X
SGP, GPHS, YWLA	SPED 3302	3	Practicum in Education & Leadership	0.5	UTA				X

3. Except as provided in this First Amendment, all terms used in this First Amendment that are not otherwise defined will have the respective meanings ascribed to such terms in the Agreement.
4. This First Amendment embodies the entire agreement between UTA and School District with respect to the amendment of the Agreement. In the event of any conflict or inconsistency between the provisions of the Agreement and this First Amendment, the provisions of this First Amendment will control and govern.
5. Except as specifically modified and amended herein, all of the terms, provisions, requirements and specifications contained in the Agreement remain in full force and effect. Except as otherwise expressly provided herein, the parties do not intend to, and the execution of this First Amendment will not, in any manner impair the Agreement, the purpose of this First Amendment being simply to amend and ratify the Agreement, as hereby amended and ratified, and to confirm and carry forward the Agreement, as hereby amended, in full force and effect.
6. THIS FIRST AMENDMENT WILL BE CONSTRUED AND GOVERNED BY THE LAWS OF THE STATE OF TEXAS.

IN WITNESS WHEREOF, UTA and Consultant have executed and delivered this First Amendment effective as of the Effective Date.

The University of Texas at Arlington

By: Teik C. Lim

Dr. Teik C. Lim
Provost and Vice President

Date: 4-14-2020

Grand Prairie Independent School District

By: Susan Simpson Hull

Dr. Susan Simpson Hull
Superintendent

Date: 4-11-19

APPROVED AS TO FORM BY

Shelby L. Boseman 4/19/20

SHELBY L. BOSEMAN
UNIVERSITY ATTORNEY
UNIVERSITY OF TEXAS AT ARLINGTON