



**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

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:** permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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
ACADEMICS: Cedar Hill ISD students' academic proficiencies fall well below State average. In 2019, a mere 44% met STAAR standards in Math compared to the State at 52%. In Reading, 41% of students met STAAR standards compared to the State at 48%.	Cedar Hill will assess students and provide TEKS aligned evidence-based academic interventions, tutoring, homework support, and ongoing learning in core academic areas. Saturday Sessions and an ACE Summer Learning Academy will target students' academic deficits (e.g. Reading/Math) and challenges. The Parent University will offer parents guidance in supporting their child's academic growth.
COMMUNITY: Cedar Hill schools serve high need students (PreK-12) and parents. Students include 40.5% at-risk, 68.3% economically-disadvantaged, 66.1% African-American, and 25.2% Hispanic youth.	ACE Saturday Sessions will engage students and parents in learning activities in academics, wellness, social-emotional behavior, arts, and technology to overcome barriers. Offer skills-building activities in literacy, leadership, financial literacy, and college and career readiness, integrated with local and TEA initiatives.
COLLEGE PREPARATION: Students face college going barriers with 71% of parents having only a high school diploma. Of 2018 graduates, 35.1% were college ready versus 53% for State. Only 28.9% of students tested TSI college ready in Math/ELA compared to State's 44.2%.	Offer targeted academic instruction and support to assist students in improving college readiness assessment (TSI, SAT, ACT) scores. Promote college-going culture through campus visits for students and parents. Support post-secondary interests through engaging college and career exploration activities provided by partnering colleges/universities and in partnership with other TEA initiatives.

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.

Cedar Hill ACE will establish 10 quality safe learning centers that will promote and offer culturally suitable educational programs and activities aimed at • improving and increasing the target students' (1005+), particularly at-risk students, academic performance, attendance, graduation rates, college readiness, workforce competencies, social and behavior skills, etc., and • parents' (285+) knowledge in college and career options, technology skills, employment competencies and certifications, financial literacy (checking, savings, etc.), parenting and leadership skills, etc. by 3 percentage points or more annually from baseline, as measured by suitable and reliable assessment tools and survey instruments for each individual measure. Baseline data has been collected for a number of the proposed measures and missing baseline data will be collected upon award.

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

(Jul. 2021-Oct. 2021): (1) 100% of staff will be hired; (2) 100% of centers will implement an extensive marketing community outreach and recruitment initiative; (3) 100% of centers will be equipped and prepared with academic materials and supplies to provide quality academic student and parent services; (4) 100% of centers will meet the transportation needs of participants in the program to travel safely to and from the center(s); (5) 100% of staff will engage in virtual and in-person capacity building and professional development training; (6) 100% of students and parents will be recruited and begin targeted services as measured by student profiles and log-in records; (7) 100% of students with a school-day attendance rate at or below 90% in the prior school year will be identified for targeted services; and; (8) 100% of high need and at-risk students (LEP, IEP/504, etc.) will be identified for target services.

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

(Nov. 2021 - Feb. 2022) (9) Students will demonstrate a 3% or more increase in Reading and Math academic performance on local STAAR aligned (short cycle and interim) benchmark assessments; (10) Students will demonstrate a 10% decrease of in-school suspensions compared to the previous school year as measured by decrease in disciplinary data (PEIMS); (11) Teacher-reported student engagement in learning will improve 25%, as measured by teacher input, survey and rubrics; (12) 90% of students will be on target with receiving services for 45 days (dosage) or longer; and (13) 100% of centers will make progress on all benchmarks, receive a score value of "Implementing" or higher on TEA (Quality Indicators) performance measures and utilize data to refine, improve, and strengthen the local program for sustainability.

Third-Quarter Benchmark

(Mar. 2022 - Jul. 2022) (14) 90% of students will complete coursework and be promoted to next grade level, measured by grades and GPA; (15) 90% of students with a prior-year unweighted grade point average (GPA) less than 3.0 will demonstrate improvement; (16) 75% of students will be exposed to college, career culture and postsecondary educational experiences (as measured by: at least one virtual/in-person college visit, guest speaker, and college application); (17) 95% students and parents will engage in Summer Learning Institute; (18) 25% of parents will report gaining skills and knowledge (leadership, financial literacy, critical thinking, college readiness, etc.) during after school, and Summer activities; (19) Students will demonstrate a 3% increase from baseline in on STAAR Reading and Math; (20) 100% of centers will meet goals, benchmarks and be rated "Implementing" or higher on TEA (Quality Indicators).

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.

Cedar Hill ACE will select and collaborate with a highly qualified independent external evaluator with 20+ years of experience in state and federal grant evaluation. The evaluation will include ongoing program monitoring through both formative and summative methods. The evaluation is designed to assist the improvement of program quality and increase academic outcomes, aligned to: benchmarks, SMART goals performance measures and the Texas ACE Blueprint. Formative evaluation will address implementation of project activities, determine progress and inform necessary program modification for sustainability on: 1) Academic Performance and Growth on State Assessments; 2) Attendance; 3) Positive Behavior and Decrease Suspensions; 4) Grade Point Average (GPA) and Promotion; 5) Student Engagement; 6) Graduation; 7) College Preparation/Readiness; and; 8) Parent Engagement. Ongoing findings will be critical in informing any necessary program modification based upon activities/services effectiveness and impact on all goals, benchmarks such as overall student achievement, etc. Texas ACE Blueprint, Quality Indicators (QIs) will also inform practice and promote movement from "Implementing," to "Optimizing." Summative evaluation will determine program impact upon: ●participation in programming at (100%) centers; ●academics to raise STAAR (3% increase); ●positive behavior, reduce (10%) in-school suspension; ●parental involvement (25%); and; ● use of 10 sites beyond "normal" school hours in a safe environment, etc. DATA COLLECTION: Program effectiveness will be assessed through data methods aligned to performance measures to include collecting both program-and student-level data. Qualitative and quantitative data (FERPA compliant) to include: 1) surveys (annually); 2) participation logs (daily); 3) activity logs (weekly); 4) types of student, teacher and adult training activities (topics, frequency, participation, and competencies) (weekly); 5) total students and parents served (weekly); 6) comparison of pre/post records students' performance (attendance, grades/GPA, graduation, behavior, discipline, promotion, engagement, etc.) (monthly); and; 7) observations by project staff (quarterly), etc. Evaluation will ensure Cedar Hill ACE effectively achieves performance measures, goals and benchmarks on time. In the event issues arise or progress is not met, an action plan will be developed for improvement and sustainability.

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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.

Cedar Hill ISD, a local education agency and recipient of Title I funds, is proposing to implement a high quality, engaging out-of-school-time program (Cedar Hill ACE) designed to improve student academic achievement and support overall student development and improved outcomes in a predominantly minority, educationally-disadvantaged community, for 1005+ students who are identified as most in need of academic assistance. After conducting extensive community, district, and campus needs assessments, Cedar Hill ISD and partners are proposing to implement 10 ACE Program centers in six (6) elementary and three (3) middle school campuses throughout Cedar Hill, Texas.

- (A) NEEDS ASSESSMENT PROCESS: A comprehensive assessment was conducted to prioritize campuses most in need of ACE resources. Led by Cedar Hill ISD's Superintendent, school leaders, and evaluator, the team conducted comprehensive community and campus needs assessments to identify the specific needs of students, families, and the community as well as to identify schools with students most in need of out-of-school time services. The campus assessment reviewed multiple objective data sets including the campus level data and student academic achievement such as: state standardized test scores (STAAR-EOC), Texas Education Agency (TEA) 2018-19 district and campus Texas Academic Performance Reports (TAPR), district and campus improvement plans, school performance reports, and student, parent, and educator surveys. Focus groups were also held with students, parents, and school administrators and teachers. Cedar Hill's ACE Program is designed based on a review of all objective data, principles of effectiveness, research in effective after school programs, and the Texas ACE Blueprint and meets statutory requirements and performance measures delineated in TEA'S Program Guidelines.
- (A) COMMUNITY/CAMPUS ASSESSMENT: A thorough community needs assessment was conducted to determine the need for after-school centers, to identify meaningful activity types, to locate community resources, and identify gaps in services. Cedar Hill ISD identified gaps and weaknesses related to each campus' infrastructure, resources, practices, instruction, and support mechanisms that led to the design of the ACE Program.
- (B) SERVING STUDENTS MOST IN NEED: Cedar Hill, a suburb of Dallas, consists of predominantly minority (66.1% African-American, 25.2% Hispanic) and impoverished (28% below poverty level) residents. In 2019, TEA rated 1 elementary as F requiring comprehensive support and 1 needing targeted support. Cedar Hill ISD students' academic proficiencies also fall well below State average. In 2019, only 44% of students met STAAR standards in Math and 41% in Reading compared to the State at 52% and 48%, respectively. Cedar Hill schools currently serve 7,625 underserved students in grades PreK – 12, including 68.3% economically-disadvantaged, 66.1% African-American, and 25.2% Hispanic youth. Students also face college going barriers with 71% of parents having only a high school diploma. Only 35.1% of 2019 high school graduates were college ready versus 53% for State. Only 28.9% of Cedar Hill students tested TSI college ready in Math/ELA compared to State's 44.2%.
- (C) PLAN TO ASSESS/RECRUIT STUDENTS MOST IN NEED: Cedar Hill's Leadership Team will continually assess, evaluate, and identify students most in need of services, reviewing student performance and classroom data each 6-week grading period. Cedar Hill ACE will also outreach to and encourage referrals from administrators, counselors, educators, and parents.
- NEEDS OF WORKING FAMILIES: Student and Parent Surveys (Fall 2019) were conducted to determine needs of working families. Parent Surveys revealed a high need for quality after-school programs for youth (97%); academic supports for students (90%); technology/STEM activities (85%); fine arts [visual arts, music, dance, theatre] (80%); and college and career readiness activities (85%). Parents rated safe (100%) and engaging learning environments (90%) for their child as very important. Student Surveys demonstrated youth interests in after school programs that provide: fun enrichment activities (95%); robotics/STEM (80%); art, dance, music (87%); athletics/sports (95%); tutoring (70%); and college and career readiness (80%).

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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.

Cedar Hill ACE is designed to meet the needs and positively impact students and families, particularly at-risk, minority and low-income, during non-school hours. As such, aligned to its comprehensive community and district needs assessment, the program will utilize data-driven methods at the grant and all 10 centers to measure impact over time on the following: academic performance, attendance, positive behavior, GPA grade promotion rates, and graduation rates and decrease in-school suspension. Further, positive impact at the grant and center levels, is expected to immediately identify needs, gaps in services, and at-risk factors identified and aligned to Performance Measures, SMART goals and benchmarks. Baseline data has been gathered and any missing data will be collected upon award. Impact overtime is estimated to impact the following measures, but not limited to:

- **GROWTH IN STATE ASSESMENT:** The goal of Cedar Hill ACE is to ensure students master TEKS and STAAR core academic concepts by demonstrating a 3% increase or more in STAAR outcomes by July 2022. Incremental data gathering on short cycle and interim local assessments are embedded in the program design to gauge progress over time from baseline [STAAR Reading (41%) and Math (44%)]. The overall expected impact is a (3%) or more increase on this established measure. To achieve this, the ACE program’s design has also embedded targeted after school learning supports, extended day learning opportunities and intervention activities that complement daily learning and academic instruction. All 10 centers will be further informed through purposeful and transparent data gathering and monitoring (daily and weekly) methods to collect incremental student outcomes through targeted tutoring, interventions, homework assistance, and hands-on learning activities. If students demonstrate being at-risk of not meeting expected outcomes, immediate personalized academic interventions; innovative methods of reteaching and reinforcing core academic TEKS standards; and; academic counseling will be provided to overall address students’ needs and address gaps in learning related to state and local proficiency academic achievement standards.
- **IMPROVED GPA:** Cedar Hill ACE has established aggressive goal(s) of improving 90% of students with a prior-year unweighted grade point average less than 3.0; as well as; 90% of students completing coursework to be promoted to next grade level as measured by prior year GPA, course credits and grades (baseline to be established upon award). The expected impact will be monitored through regular (daily, weekly, monthly, semester, and end of year) data gathering methods, as prior mentioned, during: targeted tutoring services and support; homework assistance; STAAR test preparation; and project-based enrichment activities that complement school work. To further monitor individual daily and weekly progress, and achieve desired impact educators will use local methods to assess students after using innovative teaching strategies, technology-based and hands-on activities aligned to students’ academic needs and interests. After assessed, students requiring additional assistance in core areas will immediately receive individual or small group tutoring directly aligned to classroom instruction.
- **IMPROVED BEHAVIOR:** Cedar Hill's goal is to identify target students who experienced in-school suspensions and achieve a demonstrated (10%) decrease of in-school suspensions compared to the previous school year as measured by decrease in disciplinary data (PEIMS, baseline to be collected upon award). Strategic monitoring of student outcomes through individual logs on internal behavioral and disciplinary actions (daily, weekly and monthly) will be conducted. When showing at-risk behavior, a plan will be devised to include necessary individual and small group support counseling that promotes healthy decisions and lifestyle choices; and personalized activities for students that build effective choices and decision-making, self-esteem, and self-confidence, etc. Cedar Hill ACE will also achieve expected impact upon positive behavior by engaging students in social-emotional learning, communication, and promoting healthy choices
- **INCREASED ENGAGEMENT:** Fully engaging all learners in their education is key to the success of Cedar Hill ACE. The goal on this measure is to improve teacher-reported student engagement in learning by (25%). This expected impact will be measured by regular data gathering and reporting techniques, including rubrics and observations, short cycle/interim collection of outcomes documented by teachers. Cedar Hill ACE will offer a wide array of academic, and enrichment opportunities to promote students and parents success.

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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.

Cedar Hill ISD and partners are proposing to implement an engaging, high quality after-school and summer program at 10 participating centers. As a first time TEA 21st CCLC applicant, Cedar Hill ISD worked with key partners to develop coordinated strategies to improve student academic achievement and overall student success. Cedar Hill's ACE Program will offer evidence-based academic supports and interventions, enrichment opportunities, family engagement, and college and career awareness activities to students and their families, particularly at-risk, low-income students during non-school hours. • **SCHEDULE:** During the 2021-2022 fall and spring semesters, ACE Centers will operate for 31 weeks for 3.5 hour/day, Monday – Friday. ACE activities (minimum 45 consecutive minutes) will be held each hour the center is operating. Services will be provided at no cost to participants. • **COORDINATION WITH REGULAR SCHOOL DAY:** Cedar Hill ACE will provide an all-inclusive out-of-school program beyond the regular school day, offering supplemental academic, artistic, and enrichment opportunities to students, particularly those identified as at risk of academic failure, and families. Academic, academic enrichment, accelerated learning, and tutoring activities will align and be integrated with the regular school day, campus curricular programs, and state standards to address student needs. Enrichment activities will enhance academic activities and will include interactive project-based learning. All activities will be aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic program. • **IMPROVING STUDENT ACHIEVEMENT:** Centers will provide services which close achievement gaps and create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, creating a generation of college and career ready students. To improve overall student academic achievement, including benchmark, STAAR scores, and grades in core subjects, Cedar Hill ACE will provide developmentally appropriate academic supports including: 1) extensive theme-based literacy and numeracy instruction; 2) targeted, TEKS aligned, evidence-based academic interventions, academic enrichment, prescriptive tutoring, homework support, and study skills development to students in most need of academic assistance; and 3) STAAR-EOC preparation. As needed, ACE will incorporate remote learning for students including virtual instruction, homework support, and E-Learning. • **ENGAGING STUDENT ACTIVITIES:** Cedar Hill ACE will work with joint partners (Statutory Priority 2) and service providers to offer a wide array of engaging, age-appropriate activities for youth in grades PreK-12. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions. 4) Enrichment activities will include: • project-based learning (robotics, circuit, coding, nutritional science, Math Olympiad); • sports/physical fitness; • arts (hip hop, dance, visual arts, theatre); • computer technology; and • educational field trips. Middle school students will also have access to project-based learning in engineering, gaming, and design. 5) Socio-Emotional Learning (SEL) will include: • youth leadership; • character development; and • civic engagement. 6) Middle school students will also participate in • college awareness and • career readiness exploration in fields such as entrepreneurship, law enforcement, education, A/V graphics, Health Professions, etc. • **FAMILY ENGAGEMENT:** Weekly activities (minimum 1 hr/ wk) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children. ACE activities will be aligned with other TEA initiatives such as CTE and CCMR Pathways (Program Priority 1). • **SUMMER ACTIVITIES:** The ACE Summer Learning Academy will support continued learning and minimize summer learning loss. The Institute will operate for 5 weeks, 6 hours per day (Mon-Thurs). Age appropriate activities will include: targeted literacy and numeracy development, STAAR-EOC preparation, enrichment activities, interactive and hands-on STEM activities, and Socio-Emotional Learning (positive behavioral skills, character, and youth leadership development), college awareness, and career exploration. **OVERSIGHT:** The Project Director will coordinate and monitor all activities, supported by Site Coordinators and a Family Engagement Specialist. Staff will survey students and parents to ensure youth are actively engaged and to solicit feedback.

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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

Cedar Hill ISD is proposing to implement an ACE Program which meets Texas ACE objectives to: improve school day attendance, academic performance, positive behavior, grade promotion rates, and graduation rates. As a novice applicant to the 21st CCLC program, and having never applied for funding for this TEA after school initiative, Cedar Hill ISD intentionally sought eligible partner organizations to • assist in program development, • expand the charter's capacity to successfully implement the ACE Program and achieve program goals, • increase the scope and quality of services provided, and • sustain the program over time. After an extensive search, Cedar Hill ISD formed a unique planned partnership with the University of North Texas at Dallas (Letter of Partnership attached) to: • assist in program development, • expand the district's capacity to successfully implement the ACE Program and achieve program goals, • increase the scope and quality of services provided, and • sustain the program over time. From the onset, partner The University of North Texas at Dallas was involved in the planning and development of this initiative and will continue to do so through the established ACE Steering Committee (at no cost to grant). Partners will assist in delivering academic strategies and enrichment services required to meet or exceed program objectives, particularly academic enrichment, college awareness, and career readiness activities not readily accessible to students who will be served, thus expanding access to high-quality services available in the community (Statutory Priority 2). • CONTRIBUTIONS TOWARD ACHIEVING OBJECTIVES: The University of North Texas at Dallas will contribute to improving academic achievement through the provision of academic enrichment activities designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing students' regular academic program. The University of North Texas at Dallas and service providers will support Cedar Hill ACE in delivering academic and enrichment activities including project-based STEM and technology instruction, socio-emotional learning (self-esteem and character development, etc.), behavioral and social skills development, student leadership training, and financial aid and literacy workshops for students and parents. Partners will also promote a college-going culture, increasing students' and parents' awareness in post-secondary education options, degrees, etc., and career readiness exploration in fields such as entrepreneurship, education, A/V graphics, Health Professions, etc. Service providers will offer youth access to unique enrichment opportunities such as project-based learning in robotics, circuit, coding, Math Olympiad, etc. Culturally diverse service providers will offer engaging activities in visual and theatre arts, dance, and music. All partners and service providers will contribute towards meeting TEA's Critical Success Factors for ACE including: • Students' and families' active participation and engagement in learning; • Students' and families' increased sense of involvement in school; • Implementation of strategies learned through training; and • Use of assessment data to revise/evaluate student services. SUSTAINING PROGRAM: Immediately upon grant award, all partners, supported by the ACE Steering Committee, will implement ongoing strategies for sustainability efforts including: • establishing collaborative relationships with community partners to support programming; • identifying corporate, foundation, and government grant funding opportunities; and • securing in-kind resources/services from supporting providers to sustain activities. Texas 21st CCLC funds will supplement, not supplant, services provided with local or state funds.

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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.

Research indicates that regular student participation in 21st CCLC programs was consistently associated with higher state assessment scores in reading and math (Naftzger, N., et al, 2013). Additional research demonstrates that students who participate in afterschool programs achieve higher grades and standardized test scores than students who do not participate in these programs (Shernoff, D., 2010). Evaluations of ACE programs revealed a positive and statistically significant relationship between greater attendance and improvement in student motivation and attentiveness, pro-social behaviors, and homework completion and quality (Naftzger, N., 2014). ● **ACADEMIC PERFORMANCE & ACHIEVEMENT:** Cedar Hill ISD is committed to applying research and evidence-based practices to provide high quality programs that enhance academic performance, achievement, college and career readiness, and positive youth development of its students. To ensure student mastery of TEKS and STAAR core academic concepts, program activities will complement daily learning and academic instruction with targeted extended day learning. Targeted, age-appropriate tutoring, homework assistance, and hands-on learning activities will support at-risk students in: ● remedial academic intervention; ● increasing academic proficiencies in core subjects; ● meeting state and local academic achievement standards; and ● graduating college and career ready. Weekly Family Engagement activities (minimum 1 hour/week) will allow students and parents to engage in learning together (in person and virtual), providing parents insight into their child's learning and fostering involvement in their child's academic success. ● **POSITIVE YOUTH DEVELOPMENT:** To support students' positive youth development, ACE will incorporate engaging social-emotional learning (SEL) and skills building activities to strengthen youths' leadership skills, character development, and creative expression (visual arts, dance, music). ● **COLLEGE AWARENESS/CAREER READINESS:** ACE will provide information and presentations to increase students' and parents' awareness in post-secondary education options, degrees, etc. Career readiness will include student exploration in fields such as STEM, entrepreneurship, education, A/V graphics, engineering, Health Professions, etc.

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.

TRANSPORTATION NEEDS OF STUDENTS: Cedar Hill ISD will operate 10 ACE Centers at its schools across Cedar Hill, Texas, including 7 elementary and 3 middle school centers. Cedar Hill's Community Needs Assessment indicates that a majority of students in grades PreK – 8 either ride a school bus to and from school or are transported by parents, family members, or friends.
TRANSPORTING STUDENTS TO CENTER AND BACK HOME: Most students participating in the ACE program will be directly dismissed from their school day to the program located on their home campus and will not require transportation to the center after school. Once daily ACE programming ends, all students will have the option of securing their own transportation or utilizing bus transportation provided by Cedar Hill ACE. Bus transportation will be available for youth participants from their respective Center back home throughout the regular school year (fall and spring semesters) and summer.
STUDENT TRAVEL TO AND FROM OFF-SITE ACTIVITIES: Cedar Hill ACE will also provide bus transportation services for students while participating in off-site program activities. Further, during activities located in areas other than the home center site, Cedar Hill ACE will provide transportation from the location back to the home center site. Cedar Hill may extend transportation assistance to parents during family engagement activities, as needed and as feasible, to encourage parental involvement in their child's academic progression. Parents attending educational field trips will be invited to utilize Cedar Hill ACE bus transportation, at their discretion.
TRANSPORTATION POLICIES: All Cedar Hill ISD transportation guidelines and policies will be followed. During all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio.

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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.

Cedar Hill's District Leadership Team, with support of ACE partners, have planned and will execute an extensive outreach and marketing plan to recruit potential participants as well as to disseminate information about the program throughout its schools. • **OUTREACH & MARKETING PLAN:** Outreach information will be disseminated through a multitude of measures to ensure it is easily accessible by local students, parents, and families. Upon grant award, Cedar Hill's District Leadership Team, partners, and ACE staff (upon hire) will work with local community organizations and other youth-serving entities to disseminate program information and implement an extensive marketing and community outreach initiative including: • Promoting the ACE Program through Cedar Hill's and partners' websites and social media pages; • Creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, families, caregivers, teachers, and community; • Distribution of flyers and posting of informational posters throughout local neighborhoods and communities; • Public service announcements and press releases; • Posting of information in local newspapers; and • Announcements and presentations at new student and parent orientations in participating campuses, monthly and quarterly School Board meetings, and PTSA meetings. Upon hire, Site Coordinators will assist in student recruitment efforts by making informational presentations at various school events and functions including Back to School Nights, Parent Nights, student assemblies, and in-school announcements. Cedar Hill ACE will also post informational displays at participating campuses, community and sports centers, etc. • **ONGOING RECRUITMENT:** Cedar Hill ISD will host recruitment drives at ACE Centers throughout the school year, at least once per semester. To ensure all outreach efforts are understandable, accessible, and transparent, all marketing information (written, electronic, etc.) will be available in both English and Spanish. Further, the Texas ACE© logo will be included in all outreach and communication materials and will comply with Texas ACE© branding guidelines.

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.

Cedar Hill ISD will coordinate public resources from federal, state, and local programs to supplement ACE activities through the effective coordination of resources. • **FEDERAL INITIATIVES:** The district receives funds from the US Dept. of Education for its GEAR UP Program. GEAR UP provides targeted academic interventions and programs to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. • **TEA INITIATIVES:** Cedar Valley also implements several TEA initiatives including the Career and Technical Education (CTE) and College, Career, and Military Readiness (CCMR) Pathways initiatives. CTE provides an important pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs. The federal Perkins grant provides formula allocations for Local Education Agencies to develop more fully the academic, technical, and employability skills of students and have enabled Cedar Hill to build out its Engineering and STEM programs. Through the CCMR Pathways Initiative Cedar Hill ISD implements programming to support students in advancing their career planning by enrolling in postsecondary institutions, completing a credential, and/or enlisting in the military. Federal and local TEA initiatives will be strategically aligned and integrated with the ACE Program to increase student academic outcomes (Program Priority 1). ACE funds will supplement, not supplant, services provided with federal or other TEA funds. • **IMPACT ON SHORT-TERM GOALS:** ACE Program integration with federal and TEA initiatives will support youth in gaining academic skills and competencies, particularly in literacy and numeracy, and improving academic performance. Integrated skills-building activities will support youth in improving school attendance, exhibiting positive behavior, and decreased disciplinary referrals. • **IMPACT ON LONG-TERM GOALS:** Program integration will impact long-term goals including overall improved: literacy, promotion, and academic advancement. Students will be empowered with the knowledge and skills to graduate ready for college and career success.

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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.

● **PRELIMINARY SUSTAINABILITY PLAN:** As a first time applicant to this TEA 21st CCLC opportunity, Cedar Hill ISD intentionally worked with key partners to develop coordinated strategies and preliminary plans for continuing the ACE program after funding ends. Initiatives will include working with Cedar Hill's District Leadership Team to support and guide sustainability efforts; accessing TEA state-level resources which assist programs in implementing sustainability strategies; and researching/securing external grants and funding opportunities for future support. ● **BUILDING SYSTEMIC INFRASTRUCTURE:** Cedar Hill ISD and partners will use Texas ACE funds to build a systemic infrastructure of expanded learning opportunities. Funds will enable Cedar Hill to establish a strong organizational base, sustainability plan, and systemic infrastructure (i.e. policies, procedures, systems, schedules, etc.) for ACE Programs. Cedar Hill's resources among its 10 campuses will also be maximized for student use and to support program sustainability. For example, the proposed 10 centers will host the ACE Program at their facilities utilizing district technologies and resources at no-cost to the program. ● **USING RESOURCES TO ASSIST LOCAL SUSTAINABILITY:** Cedar Hill ISD and joint partners will work with additional partners and community stakeholders to develop sustainability plans that address local needs, consider local resources, and demonstrate how the program will achieve sustainability. Cedar Hill will ensure the needs of the community drive this program and will conduct ongoing assessments of local resources to identify potential program supporters. Cedar Hill ISD will invite local businesses and community members to visit ACE centers and observe student learning, benefits to the overall community, and encourage their participation in developing strategies for sustainability. Finally, Cedar Hill's development department will commence extensive efforts to identify and secure grant funding from federal, state, and private resources to sustain ongoing funding of effective after school programming.

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)

● **CEDAR HILL VOLUNTEER PROGRAM:** Best practice research on out-of-school time indicates that volunteers can positively impact student engagement (Lindsay, S, 2016). Cedar Hill maintains a dynamic group of volunteers, including its Parent University, at each of its campuses and encourages the assistance of appropriately qualified volunteers to support student success. Cedar Hill ACE will call upon current volunteers to assist with activities such as literacy and numeric education, enrichment activities, social development, decision-making, homework assistance, parent/family engagement, financial literacy, etc. Ongoing volunteer recruitment will include presentations and dissemination of information at local community events, social media postings, etc. Qualified adults will be trained by ACE staff to be effective volunteers with both students and parents. ● **PARENT VOLUNTEERS:** Research also shows that students with parents involved in their schooling are more likely to have higher grades, test scores, and better behavior in school (Henderson, A., 2016). Parents will be encouraged to participate in the voluntary Parent University and ACE Steering Committee (at no cost to grant) to provide feedback on ACE activities, increase community awareness, evaluate program effectiveness, and inform operations and sustainability plans. ● **PROFESSIONAL VOLUNTEERS:** Cedar Hill and partners have support of professional organizations, businesses (financial institutions, medical facilities, etc.), educational institutions, non-profit organizations, and leaders for potential volunteers. Professional volunteer opportunities may include sharing knowledge through ACE Career Speaker Series, providing presentations on in-demand careers, college and career readiness, financial literacy and financial aid workshops, etc. ● **SCREENING AND PLACING VOLUNTEERS:** Cedar Hill ISD implements safe, structured volunteer programs. In accordance with Senate Bill 9, and as delineated in the Texas ACE Blueprint, all volunteers who will have direct interaction with children and youth through the ACE Program must be fingerprinted and undergo a criminal background check to ensure youth safety. ACE will adhere to district policies regarding fingerprinting procedures. Interested adults will be screened for interests and qualifications prior to placement and will be assigned by appropriateness, interest, experience, and need for support.

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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.

Across all 10 centers, and aligned to prior mentioned research, Cedar Hill ACE will focus on recruiting and retaining targeted students so that they receive the required daily and minute per day dosage (90%+) necessary to realize full academic benefits. Cedar Hill established the 2021-2022 school year, ACE operation schedule of: (fall/spring) 17.5 hours per week (Mon.-Fri.), and (summer) 24 hours per week (Mon.-Thur.) for a total of 36 weeks at 10 participating centers. Center activities (minimum of 45+ days at 120+(K-8) consecutive min.), and summer (minimum 12+ days at 240+ min.) will be held while the center is operating. STRATEGIES: Cedar Hill is well adept at recruiting eligible students to programs and will incorporate proven strategies to increase overall attendance as correlated to positively increase student outcomes: (1) extensive marketing and outreach plan; (2) engaging enrichment programming for (1005+) students; (3) timely entering and monitoring of attendance (logs, daily check in, daily sign-ins, etc.) daily/ weekly ((fall/spring), 45+days@120+, (summer) 12+days@240+min./per day); (4) examining weekly trends of participation logs (paper and electronic); (5) reviewing weekly activity logs of all activities (6) establishing parental (285+) engagement activities to meet with parents regularly; and; (7) providing a variety of incentives to increase attendance to include but not limited to: light nutritional snacks at each center based on the needs of students served. ● GOAL: Target students who had a school-day attendance rate at or below 90% in the prior school year; will be identified and provided targeted services to improve students' attendance rate (95%+) in the current school year and (fall/spring), 45+days@120+, (summer) 12+days@240+ min./per day) in the after school program. ● TARGETS: In order to be on target to meet the dosage ((fall/spring), 45+days@120+, (summer) 12+ days@240+min/per day); in after school programming Cedar Hill ACE will also utilize Texas ACE (Texas Track System) to monitor every student is in attendance and on target to meet requirements (daily and weekly). If the expected dosage is not on target to be met, an action plan with methods and strategies will be put in place to address the area of concern.

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.

Cedar Hill ISD conducted extensive community and center-level assessments to inform the proposed ACE Program's operations, staffing, and budget. Center-level needs assessments conducted at each proposed center identified specific needs of students and families as well as students most in need of out-of-school time services. Multiple district and campus level data sets were reviewed, including student and parent surveys, which helped to determine the need for after-school centers, identify meaningful activity types, locate community resources, and identify gaps in services. The District Leadership Team assessed human capital, operations, and campus resources to inform center operations. Results guided the creation of center schedules that address the unique needs of students and families while also meeting ACE's statewide measures of effectiveness and student service targets. ● STAFFING: ACE Program staffing was based on the extensive needs of Cedar Hill's at-risk campuses. The ACE Program will fall under the oversight of the Superintendent and will be directly supervised by a highly experienced Project Director (to be hired). Site Coordinators (10) will be hired to coordinate and ensure high-quality project services are implemented at each center. A Family Engagement Specialist (1) will be responsible for planning, coordinating, and implementing culturally relevant family programming. Teachers (3 per campus) will be hired to deliver high-quality instruction to students. Educational Aides (7) and tutors (15) will provide youth homework support and assist with test preparation. The Project Director will be supported by a Program Assistant (1). ● BUDGET PLAN: Cedar Hill ISD developed the proposed budget plan in accordance with Texas 21st CCLC Program Guidelines. Cedar Hill and partners are requesting a reasonable amount of funding necessary to: 1) meet program objectives, measures of effectiveness and student service targets; and 2) meet grant requirements without exceeding the maximum amount allowed per budget component including grantee-level and center-level fixed costs and per student costs. Budget items are reasonable and necessary in order to carry out project objectives and activities. ACE funds will supplement, not supplant, programs and services provided with local or state funds.

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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, Family Engagement Specialist, & Program Assistant	\$170,000
2.	10 Site Coordinators	\$700,000
3.	30 Teachers, 7 Educational Aides, 15 Tutors	\$361,800
4.	Employee Benefits	\$176,103
5.		

Professional and Contracted Services

6.	Tutoring, STEM activities and Educational & Fine Arts Enrichment activities	\$45,000
7.	Character Education and Health & Fitness Enrichment Activities	\$30,000
8.	Cedar Valley College – Educational Programs for parents & students	\$5,000
9.	Professional Development Training/Staff Development	\$20,000
10.	External Evaluator	\$30,000

Supplies and Materials

11.	Supplies, equipment and resources for center-level enrichment	\$50,000
12.	Supplies for daily overall program operations	\$5,000
13.	Supplies for family engagement activities	\$5,000
14.		

Other Operating Costs

15.	Required travel to Texas ACE state and regional training, meetings, conference, workshops	\$10,000
16.	Transportation for all program students from the center home	\$30,000
17.	Nutritional snacks	\$10,000

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"/>	

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Center Operations Schedule

County-district number or vendor ID:

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	057904043	Cedar Hill Collegiate Academy 1515 W. Beltline Rd. Cedar Hill, TX 75104	0	6 – 8	75	20
2	057904041	W S Permenter Middle School 431 West Parkerville Road Cedar Hill, TX 75104	0	6 – 8	125	40
3	057904042	Bessie Coleman Middle School 1208 E. Pleasant Run Rd. Cedar Hill, TX 75104	0	6 – 8	125	40
4	057904101	Bray Elementary 218 N. Broad St. Cedar Hill, TX 75104	0	PK – 5	70	20
5	057904102	Plummer Elementary School 1203 S. Clark Road Cedar Hill, TX 75104	0	PK – 5	100	30
6	057904104	High Pointe Elementary 1351 High Pointe Lane Cedar Hill, TX 75104	0	PK – 5	100	25
7	057904105	Highlands Elementary 131 Sims Drive Cedar Hill, TX 75104	0	PK – 5	100	30
8	057904107	Waterford Oaks Elementary 401 N. Waterford Oaks Dr. Cedar Hill, TX 75104	0	PK – 5	125	30
9	057904108	Lakeridge Elementary 1020 Lake Ridge Parkway Cedar Hill, TX 75104	0	PK – 5	70	20
10	057904110	Cedar Hill Collegiate Prep 975 Pickard Drive Cedar Hill, TX 75104	0	PK – 5	115	30

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	057904043	Cedar Hill Collegiate Academy 1515 W. Beltline Rd. Cedar Hill, TX 75104						6 – 8	75	20		
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term				08/30/2021			12/16/2021			16		
Spring Term				01/05/2022			05/13/2022			15		
Summer Term				06/06/2022			07/14/2022			5		
Total number of weeks:										36		
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	17.5				17.5				24			
Adjunct Sites, If applicable (site name and full address)	Not applicable.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.											
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.											

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 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	057904041	W S Permenter Middle School 431 West Parkerville Road Cedar Hill, TX 75104						6 – 8	125	40					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				08/30/2021				12/16/2021				16			
Spring Term				01/05/2022				05/13/2022				15			
Summer Term				06/06/2022				07/14/2022				5			
Total number of weeks:												36			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00							
Saturday															
Sunday															
Total Hours Per Week:	17.5				17.5				24						
Adjunct Sites, If applicable (site name and full address)	Not applicable.														
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.														
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.														

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	057904042	Bessie Coleman Middle School 1208 E. Pleasant Run Rd. Cedar Hill, TX 75104						6 – 8	125	40					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				08/30/2021				12/16/2021				16			
Spring Term				01/05/2022				05/13/2022				15			
Summer Term				06/06/2022				07/14/2022				5			
Total number of weeks:												36			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00							
Saturday															
Sunday															
Total Hours Per Week:	17.5				17.5				24						
Adjunct Sites, If applicable (site name and full address)	Not applicable.														
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.														
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.														

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 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	057904101	Bray Elementary 218 N. Broad St. Cedar Hill, TX 75104						PK – 5	70	20					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				08/30/2021				12/16/2021				16			
Spring Term				01/05/2022				05/13/2022				15			
Summer Term				06/06/2022				07/14/2022				5			
Total number of weeks:												36			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00							
Saturday															
Sunday															
Total Hours Per Week:	17.5				17.5				24						
Adjunct Sites, If applicable (site name and full address)	Not applicable.														
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.														
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.														

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 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	057904102	Plummer Elementary School 1203 S. Clark Road Cedar Hill, TX 75104						PK – 5	100	30		
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term				08/30/2021		12/16/2021		16				
Spring Term				01/05/2022		05/13/2022		15				
Summer Term				06/06/2022		07/14/2022		5				
Total number of weeks:								36				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	17.5				17.5				24			
Adjunct Sites, If applicable (site name and full address)	Not applicable.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.											
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.											

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 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	057904104	High Pointe Elementary 1351 High Pointe Lane Cedar Hill, TX 75104						PK – 5	100	25		
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term				08/30/2021		12/16/2021		16				
Spring Term				01/05/2022		05/13/2022		15				
Summer Term				06/06/2022		07/14/2022		5				
Total number of weeks:								36				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00				
Saturday												
Sunday												
Total Hours Per Week:	17.5				17.5				24			
Adjunct Sites, If applicable (site name and full address)	Not applicable.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.											
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.											

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 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	057904105	Highlands Elementary 131 Sims Drive Cedar Hill, TX 75104						PK – 5	100	30					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				08/30/2021				12/16/2021				16			
Spring Term				01/05/2022				05/13/2022				15			
Summer Term				06/06/2022				07/14/2022				5			
Total number of weeks:												36			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00							
Saturday															
Sunday															
Total Hours Per Week:	17.5				17.5				24						
Adjunct Sites, If applicable (site name and full address)	Not applicable.														
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.														
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.														

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 #	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	057904107	Waterford Oaks Elementary 401 N. Waterford Oaks Dr. Cedar Hill, TX 75104						PK – 5	125	30					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				08/30/2021				12/16/2021				16			
Spring Term				01/05/2022				05/13/2022				15			
Summer Term				06/06/2022				07/14/2022				5			
Total number of weeks:												36			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00							
Saturday															
Sunday															
Total Hours Per Week:	17.5				17.5				24						
Adjunct Sites, If applicable (site name and full address)	Not applicable.														
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.														
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.														

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 9	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	057904108	Lakeridge Elementary 1020 Lake Ridge Parkway Cedar Hill, TX 75104						PK – 5	70	20					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				08/30/2021				12/16/2021				16			
Spring Term				01/05/2022				05/13/2022				15			
Summer Term				06/06/2022				07/14/2022				5			
Total number of weeks:												36			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00							
Saturday															
Sunday															
Total Hours Per Week:	17.5				17.5				24						
Adjunct Sites, If applicable (site name and full address)	Not applicable.														
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.														
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.														

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 10	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	057904110	Cedar Hill Collegiate Prep 975 Pickard Drive Cedar Hill, TX 75104						PK – 5	115	30					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				08/30/2021				12/16/2021				16			
Spring Term				01/05/2022				05/13/2022				15			
Summer Term				06/06/2022				07/14/2022				5			
Total number of weeks:												36			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	7:30			1:30			
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00							
Saturday															
Sunday															
Total Hours Per Week:	17.5				17.5				24						
Adjunct Sites, If applicable (site name and full address)	Not applicable.														
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote/virtual student and parent learning (as needed), Saturday Sessions, and educational field trips.														
Parent/Legal Guardian Activities	Family Engagement: Weekly activities (minimum 1 hour/ week) will include in-person and virtual sessions addressing parenting skills, fostering parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to adult education, GED, and job certifications. Parents will be encouraged to participate in the district's Parent University which offers workshops and opportunities for families to support their children.														

December 2, 2020

Texas Education Agency

Grants Administration Division

Attn: Christine McCormick

1701 N. Congress Ave.

Austin, TX 78701-1494

Re: Joint Partnership Agreement for 2021-22 Texas 21st Century Community Learning Centers, Cycle 11

Dear Ms. McCormick and TEA Representatives:

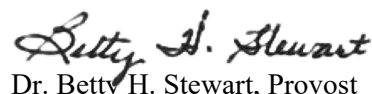
On behalf of the University of North Texas at Dallas (UNT), I present this partnership agreement with Cedar Hill Independent School District (ISD) in the proposed 2021–2022 Texas 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant application. Cedar Hill ISD, UNT, and partners have collaborated to develop a responsive, innovative and engaging after-school program to meet the needs of some of Cedar Hill 's highest risk, underserved students and families.

The goal of the Cedar Hill ISD ACE Program is to establish quality and safe learning centers that promote and offer culturally suitable educational programs and activities aimed at improving and increasing the target students', particularly at-risk students, academic performance, attendance, graduation rates, college readiness, workforce competencies, social and behavior skills, etc., and parents' knowledge in college and career options, technology skills, employment competencies and certifications, financial literacy, parenting, and leadership skills. Cedar Hill ISD enlisted the support of UNT to add value to the program and support an expansion in the capacity of Cedar Hill ISD to achieve this program goal while increasing the scope, quality, and sustainability of Cedar Hill ISD's ACE Program.

UNT representatives have provided input in the development of this initiative and play a key role in program support, planning, guidance, and implementation as well as in the delivery of academic strategies and enrichment services, particularly college awareness and readiness activities, required to meet or exceed the program objectives. Additional partnership efforts will include activity design, provision of services, data to inform program evaluation, and on-going sustainability efforts. Cedar Hill ISD, UNT, and partners will work cooperatively to deliver a wide range of activities including college and career readiness, financial aid and literacy workshops, behavioral and social skills development, student leadership training, parent engagement, STEM-based and socio-emotional learning, and professional development and enrichment strategies to educators, students, and parents.

Cedar Hill ISD's long lasting relationship with UNT has afforded an opportunity for each of our eligible 21st CCLC entities to forge a partnership and jointly eliminate the identified educational gaps and weakness experienced by at-risk, underserved students and supporting their enhanced academic performance. UNT looks forward to this joint partnership with Cedar Hill ISD which will extend this high quality after-school learning initiative to serve at-risk students, parents, and community residents.

Sincerely,



Dr. Betty H. Stewart, Provost