



**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:

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: In 2019, TEA rated 4 of DeSoto's 10 schools as D or F, with 6 requiring targeted support plans. Ratings were due to low STAAR outcomes (meets level) in Math (34.7%) and Reading/ELA (34.4%) compared to the State at 52% and 48%, respectively.	DeSoto will assess students and provide TEKS aligned evidence-based academic interventions, tutoring, homework support, ongoing learning in core academic areas, and a Summer Learning Institute including parent support activities. DeSoto will increase D/F rated schools to a minimum of C or better by targeting individual student academic deficits (e.g. Reading/Math) and other barriers.
COMMUNITY: DeSoto ISD schools serve high need students (K-12) and parents. Students include 47.1% at-risk vs State's 50.6%, 74.4% African American, 20.8% Hispanic, 80.7% economically disadvantaged youth.	ACE Saturday Sessions will engage students and parents in learning activities in academics, wellness, social-emotional behavior, arts, and parent engagement 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 41% of parents having only a high school diploma. Of 2019 graduates, 29.5% were college ready versus 53% for State. Only 11.8% of students tested at/above criteria on SAT/ACT compared to State's 36.1%.	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.

DeSoto 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' (1280+), particularly at-risk students, academic performance, attendance, graduation rates, college readiness, workforce competencies, social and behavior skills, etc., and • parents' (320+) 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 targeted 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 and career exploration activities (tours, visits, guest speakers, etc.) provided by partnering colleges/universities ; (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, Saturday, 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); and (21) All schools will improve TEA accountability rating to a minimum of "C" or better.

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.

DeSoto will select and collaborate with a qualified external evaluator in state and federal grant evaluation. Evaluation will include ongoing program monitoring using formative and summative methods. The evaluation will assist 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 inform 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 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 including collecting both program-and student-level data. Qualitative and quantitative data (FERPA compliant) will include: 1) surveys (annually); 2) participation logs (daily); 3) activity logs (weekly); 4) types of student, teacher and adult training activities (frequency, participation, competencies) (weekly); 5) total students and parents served (weekly); 6) comparison of pre/post records on students' performance (attendance, grades, GPA, promotion, engagement, etc.) (monthly); and; 7) observations by project staff (quarterly), etc. The district will also measure student perception outcomes utilizing Panorama Student Survey data which compares ACE students to the rest of the district and national norms. Evaluation will ensure DeSoto ACE achieves performance measures, goals and benchmarks. If issues arise or progress is not met, an action plan will be developed for improvement.

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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.

- Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- 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.
- 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.

DeSoto ISD, a local education agency and recipient of Title I funds, is requesting TEA funding for an engaging out-of-school-time program (DeSoto ACE) aligned to the district's strategic plan and designed to improve student academic achievement and support overall student development and improved outcomes in a predominantly minority, educationally-disadvantaged community, for 1280+ students who are identified as most in need of academic assistance. After conducting extensive community, district, and campus needs assessments, DeSoto ISD and partners are proposing to implement 10 ACE Program centers in its elementary (6), middle (3), and high (1) schools, throughout DeSoto, Texas.

• (A) NEEDS ASSESSMENT PROCESS: A comprehensive assessment was conducted to prioritize campuses most in need of ACE resources. Led by the Superintendent, school leaders, and evaluator, the team conducted comprehensive community and campus needs assessments to identify specific needs of students, families, the community, and schools with students most in need of out-of-school time services. Campus assessments 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) 2019-20 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. DeSoto'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. DeSoto 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: DeSoto, a suburb of Dallas, consists of predominantly minority (68% African-American, 10% Hispanic) and impoverished (29% below poverty level) residents with 21% single, female-led family households (US Census, 2019 ACS). In 2019, TEA rated 4 of DeSoto's 10 schools as D or F, with 6 requiring targeted support plans. As a result, • 75% of students served will attend targeted schools while • 47.1% are at-risk (Statutory Priority 1). Ratings were due to low STAAR outcomes (meets level) in Math (34.7%) and Reading/ELA (34.4%) compared to the State at 52% and 48%, respectively. DeSoto schools currently serve 8,166 underserved students in grades K – 12, including 80.7% economically-disadvantaged, 74.4% African-American, and 20.8% Hispanic youth. Students also face college going barriers with 42% of parents having only a high school diploma. For Desoto 2019 graduates, 29.5% were college ready versus 53% for State. Only 11.8% of students tested at/above criteria on SAT/ACT compared to State's 36.1%.

• (C) PLAN TO ASSESS/ RECRUIT STUDENTS MOST IN NEED: DeSoto'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. DeSoto 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%); and college and career readiness activities (85%). Parents rated safe (97%) and engaging learning environments (88%) as very important. Student Surveys identified unmet needs in the areas of career exploration and real-world experiences as well as a system to access community assets. Youth interests included: Career and Technical Education Activities (80%); arts, dance, music (85%); athletics/sports (90%); tutoring (70%); college test preparation (75%); 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.

DeSoto ACE is designed to meet the needs and positively impact students and families, particularly at-risk, minority and low-income, during non-school hours. Aligned to its strategic plan, community and district needs assessment, and Panorama student survey data comparing ACE students to the rest of the district and national norms, data-driven methods will be used at all 10 centers to measure impact over time on: academic performance, attendance, positive behavior, GPA and promotion rates, graduation rates, and decrease in school suspensions. Baseline data has been gathered and any missing data will be collected upon award. ACE services will address needs, gaps in services, and at-risk factors identified and aligned to Performance Measures, SMART goals and benchmarks and will positively impact the following measures:

- **GROWTH IN STATE ASSESMENT:** DeSoto ACE's goal is to ensure students master TEKS and STAAR core academic concepts by demonstrating a 3% or more increase in STAAR outcomes by July 2022. To accomplish this, DeSoto will prioritize recruiting its most effective teachers who show a strong track record of quantifiable student achievement to work with students as teachers and Site Coordinators. 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/ELA (34.4%) and Math (34.7%)]. The overall expected impact is a 3% or more increase. To achieve this, DeSoto ACE's design has 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 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 re-teaching 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:** DeSoto 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 established on award). The expected impact will be monitored through daily, weekly, monthly, semester, and end of year data gathering methods during: targeted tutoring services and support; homework assistance; STAAR test preparation; and project-based enrichment activities that complement school work. To further monitor student 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. Upon assessment, students requiring additional assistance in core areas will immediately receive individual or small group tutoring directly aligned to classroom instruction.
- **IMPROVED BEHAVIOR:** DeSoto ACE'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, etc.). Monitoring of student outcomes through individual logs on internal behavioral and disciplinary actions (daily, weekly, and monthly) will be conducted. For youth demonstrating at-risk behavior, ACE staff will develop a plan to incorporate personalized activities designed by teachers around students' interests that encourage social emotional learning, promote healthy decisions and lifestyle choices, and support youth in skills-building in effective decision-making, self-esteem, and self-confidence. This model will help support the development of meaningful connections between staff and students and will result in heightened student engagement and overall improved youth behavior
- **INCREASED ENGAGEMENT:** Fully engaging all learners in their education and allowing them to explore their interests will be key to DeSoto ACE's success. The goal 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. DeSoto 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.

DeSoto ISD and partners are proposing to implement an engaging after-school, weekend, and summer program at 10 centers. Services will be provided at schools where 75% of students attend schools implementing targeted support activities and which have 47.1% at-risk population. The ACE Program will offer evidence-based academic supports and interventions, enrichment opportunities, parent support, and college/career readiness activities to students and their families, particularly at-risk, low-income students during non-school hours. • **SCHEDULE:** Each ACE Center will operate for 31 weeks during the 2021-2022 Fall and Spring. Elementary and Middle School ACE Centers will operate 3.5 hours/day, Mon – Fri, and 2 hours on Saturday. High School ACE will operate 4 hours/day, Mon – Fri. Early release half-days which take place throughout the year will have an extended, enhanced program. ACE activities (min. 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:** DeSoto 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 or drop out, 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 students' needs. Enrichment activities including interactive project-based learning will enhance academic activities. 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, DeSoto 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:** DeSoto 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 K-12. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including 4) enrichment activities: • project-based learning (robotics, STEM); • physical fitness/wellness activities; • arts (dance, music, visual art); • computer literacy; • passion projects aligned to student interests; and • educational field trips; 5) Socio-Emotional Learning (SEL) including: • youth leadership and • character development. 6) Older students will have access to tobacco, drug, alcohol, and violence prevention training; • college readiness including assistance with college search, admissions and financial aid applications, and college visits; and • career readiness and exploration. 7) **SATURDAY ACADEMIES** will engage students and parents in learning such as: • expanded tutorials, enrichment (arts, music) and SEL opportunities for youth; • college and career awareness. • Saturday Family Engagement activities include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Activities will be aligned with TEA initiatives such as TEA SSI-Community partnerships grant (Program Priority 1). • **SUMMER ACTIVITIES:** In alignment with the DeSoto ISD's extended school year pursuit, ACE will host a Summer Learning Institute to 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 prep, interactive STEM activities, and SEL (positive behavioral skills, youth leadership, etc.). Older youth will also participate in college/career readiness (applications, college search, in person/virtual college tours), career exploration, and standardized test prep. **OVERSIGHT:** The Project Director will coordinate and monitor ACE activities, supported by Site Coordinators and a Family Engagement Specialist. Staff will survey students/parents 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

DeSoto ISD is proposing to implement a high quality, engaging ACE Program which meets Texas ACE objectives to: improve academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. In alignment with the district's strategic plan and other federal and local TEA initiatives, DeSoto established a planned partnership with 4 eligible local partner organizations, Cedar Valley College STEM Program, The University of Texas at Dallas (UT Dallas), Texas A&M Agrilife Extension, and Texas Instruments 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. Partners were 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 play key roles 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: DeSoto ACE partners 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. Cedar Valley College, UT Dallas, Texas A&M, Texas Instruments and service providers will support DeSoto 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, providing information to students, parents, and educators about college admissions and financial aid processes and exposing students to high demand careers (STEM, health care, etc.). Service providers will offer youth access to job readiness (resume writing, interviewing skills, and job search), job skills training, and employment readiness placement services. DeSoto ISD corporate partners (Pepsi Co, AT&T, Verizon, etc.) will offer youth access to job readiness opportunities including internships, mentoring, job skills training, and job shadowing. Culturally diverse service providers such as Black Academy of the Arts and American DJ 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 the Program: Immediately upon contract award, all partners, supported by the ACE Advisory Council, will implement on-going 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:** 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:** DeSoto 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 Saturday Academies (4 hours/day) will provide family engagement activities for students and parents to learn together, and providing parents insight into what their child is learning and fostering parent 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 (arts, dance, music). • **COLLEGE/WORKFORCE PREPARATION:** DeSoto ACE college readiness activities will support youth and families in college search, completing admissions and financial aid applications, and in-person/virtual college campus tours. Career readiness will include career research and project-based learning in high demand fields (STEM, health care, technology, etc.). DeSoto partners will also link students to corporate internships, mentoring, job skills training, and job shadowing.

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: DeSoto ISD will operate 10 ACE Centers at its schools across DeSoto, Texas, including 6 elementary, 3 middle, and 1 high school centers. DeSoto's Community Needs Assessment indicates that a majority of students in grades K – 8 either ride a school bus to and from school or are transported by parents or families. Students in grades 9 – 12 either ride a school bus or provide their own transportation by driving themselves or securing rides with parents/guardians or other licensed individuals.

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 DeSoto 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: DeSoto 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, DeSoto ACE will provide transportation from the location back to the home center site. DeSoto ACE may extend transportation assistance to parents during Saturday Academies, as needed and as feasible, to encourage parental involvement in family engagement. Parents attending educational field trips or college visits will be invited to utilize DeSoto ACE bus transportation, at their discretion.

TRANSPORTATION POLICIES: All DeSoto ISD transportation guidelines and policies will be followed. Throughout 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.

DeSoto'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, DeSoto'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 DeSoto'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. DeSoto will also post informational displays at participating campuses, community and sports centers, etc. • **ONGOING RECRUITMENT:** DeSoto 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.

DeSoto ISD will coordinate public resources from federal, state, and local programs to supplement ACE activities through effective coordination of resources. • **FEDERAL:** The district receives federal funds for its GEAR UP and ISTEAM programs. GEAR UP provides targeted academic interventions and programs to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. iSTEAM supports arts integration with STEM using project-based learning strategies to improve student engagement, academic achievement levels, graduation rates and college enrollment. • **TEA INITIATIVES:** DeSoto also implements several TEA initiatives. Through the Texas Home Learning Initiative (THMI) students, parents, and educators have access to many digitized and customized curricula software aligned to TEKS including Math and ELAR Literacy Programs. Through TEA's College, Career, and Military Readiness (CCMR) Initiative, DeSoto implements programs to support students in advancing their career planning by enrolling in postsecondary institutions, completing a credential, and/or enlisting in the military. The district's TEA Community Partnerships/Student Success Initiative grant leverages community, academic, and government support to provide solutions for school and community improvement. DeSoto is also part of TEA's Math Innovation Zones, a 4-year process to design, launch, scale, and sustain a high-quality blended learning model in math throughout a K-8 feeder pattern. Federal and local TEA initiatives will be aligned and integrated with ACE to increase student academic outcomes (Program Priority 1). ACE funds will supplement, not supplant, services provided with federal or state funds. • **IMPACT ON SHORT-TERM GOALS:** ACE integration with federal and TEA initiatives will support youth in gaining academic 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 improved literacy and promotion.

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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:** During conceptualization of the ACE Program, DeSoto ISD and key partners took measures to develop coordinated strategies and preliminary plans for continuing the program after funding ends. Initiatives will include working with the District's Leadership Team (administrators, management, etc.) 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:** DeSoto and partners will use Texas ACE funds to build upon its systemic infrastructure of expanded learning opportunities. Currently completing a highly successful Cycle 9 ACE Program (ending in 2021), DeSoto has established a strong organizational base, sustainability plan, and systemic infrastructure (i.e. policies, procedures, systems, schedules, etc.) for ACE programming. DeSoto's district resources among its 10 campuses will also be maximized for student use and to support program sustainability. For example, the proposed campuses will host the ACE centers at their facilities utilizing district technologies and resources at no-cost to the program. • **USING RESOURCES TO ASSIST LOCAL SUSTAINABILITY:** DeSoto ISD and partners will work with local resource providers and community stakeholders to develop sustainability plans that address local needs, consider local resources, and demonstrate how the program will achieve sustainability. DeSoto ISD will ensure the needs of the community drive this program and will conduct ongoing assessments of local resources to identify potential program supporters. DeSoto will invite local businesses and community members to visit ACE centers to observe student learning, benefits to the overall community, and encourage their input in developing sustainability strategies. DeSoto's development department will also commence extensive efforts to identify and secure grant funding from federal, state, corporate, and private resources.

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)

• **DESOTO VOLUNTEER PROGRAM:** Best practice research on out-of-school time indicates that volunteers can positively impact student engagement (Lindsay, S., 2016). DeSoto ISD 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. DeSoto 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 and 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:** DeSoto 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:** DeSoto 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 DeSoto ACE must be fingerprinted and undergo a criminal background check to ensure youth safety. DeSoto ACE will adhere to district policies regarding fingerprinting procedures. Interested adults will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, 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.

Aligned to prior mentioned research, DeSoto ACE's 10 centers 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. The 2021-2022 school year, operation schedule is: (fall/spring) 19.5 hours per week (Mon.-Sat.), and (summer) 24 hours per week (Mon.-Thur.) for a total of 37 weeks at 10 participating centers. Center activities (minimum of 45+ days at 120+(K-8), 90+(9-12) consecutive min.), and summer (minimum 12+ days at 240+ min.) will be held while the center is operating. • **STRATEGIES:** DeSoto ISD 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 (1280+) students; (3) timely entering and monitoring of attendance (logs, daily check in, daily sign-ins, etc.) daily/weekly ((fall/spring), (minimum of 45+ days at 120+(K-8), 90+(9-12) consecutive min.), (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 (320+) 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% 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), (minimum of 45+ days at 120+(K-8), 90+(9-12) consecutive min.), (summer) 12+days@240+ min./per day) in the after school program. • **TARGETS:** DeSoto ACE will also utilize Texas ACE (Texas Track System) to monitor every student is in attendance (daily and weekly) and on target, in after school programming. 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 any areas of concern, and to foster continuous improvement.

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.

DeSoto's extensive community and center-level assessments informed the proposed ACE Program's operations, staffing, and budget. Center-level needs assessments 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. DeSoto's 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 DeSoto's at-risk campuses. The ACE Program will fall under the oversight of DeSoto's 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 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, provide youth homework support, and assist with test preparation. DeSoto will prioritize hiring educators for these positions who work with struggling students and have a strong track record of student achievement growth. The Project Director will be supported by a Program Assistant (1). • **BUDGET PLAN:** DeSoto ISD developed the proposed budget plan in accordance with Texas ACE Program Guidelines. DeSoto and partners request 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 to carry out project objectives and activities. ACE funds will supplement, not supplant, 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		Barrier	

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

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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.	Academic Instruction (30 Teachers)	\$300,000
2.	Program Management Administration (Project Director, Site Coordinators, FES & Support)	\$739,000
3.	Extra Duty Pay	\$125,000
4.	Fringe Benefits	\$176,103
5.		

Professional and Contracted Services

6.	STEM and Fine Arts activities and educational workshops for students	\$105,000
7.	Educational programs for students and parents include tutoring, test prep, and job skills.	\$10,000
8.	Sports, fitness, and wellness activities	\$5,000
9.	Independent External Evaluator	\$30,000
10.	Professional Development/Staff Development Training	\$30,000

Supplies and Materials

11.	Campus center supplies and materials for students and family activities	\$65,000
12.	Supplies for daily operational management	\$10,000
13.		
14.		

Other Operating Costs

15.	Required travel for staff to Texas ACE state and regional training, meetings, and conferences	\$10,000
16.	Center transportation for all program students	\$40,000
17.	Nutritional snacks and other operational costs	\$15,000

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"/>	

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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	057906041	DeSoto East Middle School 601 E. Belt Line Road DeSoto, TX 75115	0	6 – 8	130	30
2	057906042	DeSoto West Middle School 800 N. Westmoreland Road DeSoto, TX 75115	0	6 – 8	130	30
3	057906043	Curtistene S McCowan Middle School 1500 Majestic Meadows Drive Glenn Heights, TX 75154	0	6 – 8	130	30
4	057906107	Cockrell Hill Elementary 425 S. Cockrell Hill Road DeSoto, TX 75115	0	K – 5	120	30
5	057906108	Frank D Moates Elementary School 1500 Heritage Blvd. Glenn Heights, TX 75154	0	K – 5	120	30
6	057906112	Katherine Johnson Technology Magnet Academy 1200 Academy Way Desoto, TX 75115	0	K – 5	140	40
7	057906109	Woodridge Elementary School 1001 Woodridge DeSoto, TX 75115	0	K – 5	120	30
8	057906102	Ruby Young Elementary School 707 Young Blvd. DeSoto, TX 75115	0	K – 5	120	30
9	057906106	The Meadows Elementary School 1016 The Meadows Pkwy DeSoto, TX 75115	0	K – 5	120	30
10	057906001	DeSoto High School 600 Eagle Dr. DeSoto, TX 75115	0	9 – 12	150	40

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	057906041	DeSoto East Middle School 601 E. Belt Line Road DeSoto, TX 75115						6 – 8	130	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			12/17/2021			15					
Spring Term		01/05/2022			05/20/2022			16					
Summer Term		06/06/2022			07/14/2022			6					
Total number of weeks:								37					
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	8:00			2:00	
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00	
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00	
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00	
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00					
Saturday	9:00	11:00			9:00	11:00							
Sunday													
Total Hours Per Week:	19.5				19.5				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 instruction (as needed), Saturday Academies, and educational field trips.												
Parent/Legal Guardian Activities	Saturday Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.												

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	057906042	DeSoto West Middle School 800 N. Westmoreland Road DeSoto, TX 75115						6 – 8	130	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		12/17/2021		15				
Spring Term				01/05/2022		05/20/2022		16				
Summer Term				06/06/2022		07/14/2022		6				
Total number of weeks:								37				
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	8:00			2:00
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00				
Saturday	9:00	11:00			9:00	11:00						
Sunday												
Total Hours Per Week:	19.5				19.5				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 instruction (as needed), Saturday Academies, and educational field trips.											
Parent/Legal Guardian Activities	Saturday Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.											

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	057906043	Curtistene S McCowan Middle School 1500 Majestic Meadows Drive Glenn Heights, TX 75154						6 – 8	130	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				12/17/2021				15			
Spring Term				01/05/2022				05/20/2022				16			
Summer Term				06/06/2022				07/14/2022				6			
Total number of weeks:												37			
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	8:00			2:00			
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00			
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00			
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00			
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00							
Saturday	9:00	11:00			9:00	11:00									
Sunday															
Total Hours Per Week:	19.5				19.5				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 instruction (as needed), Saturday Academies, and educational field trips.														
Parent/Legal Guardian Activities	Saturday Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.														

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	057906107	Cockrell Hill Elementary 425 S. Cockrell Hill Road DeSoto, TX 75115						K – 5	120	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			12/17/2021			15			
Spring Term				01/05/2022			05/20/2022			16			
Summer Term				06/06/2022			07/14/2022			6			
Total number of weeks:										37			
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	8:00			2:00	
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00	
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00	
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00	
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00					
Saturday	9:00	11:00			9:00	11:00							
Sunday													
Total Hours Per Week:	19.5				19.5				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 instruction (as needed), Saturday Academies, and educational field trips.												
Parent/Legal Guardian Activities	Saturday Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.												

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	057906108	Frank D Moates Elementary School 1500 Heritage Blvd. Glenn Heights, TX 75154						K – 5	120	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		12/17/2021		15				
Spring Term				01/05/2022		05/20/2022		16				
Summer Term				06/06/2022		07/14/2022		6				
Total number of weeks:								37				
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	8:00			2:00
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00				
Saturday	9:00	11:00			9:00	11:00						
Sunday												
Total Hours Per Week:	19.5				19.5				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 instruction (as needed), Saturday Academies, and educational field trips.											
Parent/Legal Guardian Activities	Saturday Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.											

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	057906112	Katherine Johnson Technology Magnet Academy 1200 Academy Way Desoto, TX 75115						K – 5	140	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			12/17/2021			15			
Spring Term				01/05/2022			05/20/2022			16			
Summer Term				06/06/2022			07/14/2022			6			
Total number of weeks:										37			
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	8:00			2:00	
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00	
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00	
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00	
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00					
Saturday	9:00	11:00			9:00	11:00							
Sunday													
Total Hours Per Week:	19.5				19.5				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 instruction (as needed), Saturday Academies, and educational field trips.												
Parent/Legal Guardian Activities	Saturday Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.												

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	057906109	Woodridge Elementary School 1001 Woodridge DeSoto, TX 75115						K – 5	120	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		12/17/2021		15				
Spring Term				01/05/2022		05/20/2022		16				
Summer Term				06/06/2022		07/14/2022		6				
Total number of weeks:								37				
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	8:00			2:00
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00				
Saturday	9:00	11:00			9:00	11:00						
Sunday												
Total Hours Per Week:	19.5				19.5				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 instruction (as needed), Saturday Academies, and educational field trips.											
Parent/Legal Guardian Activities	Saturday Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.											

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	057906102	Ruby Young Elementary School 707 Young Blvd. DeSoto, TX 75115						K – 5	120	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		12/17/2021		15				
Spring Term				01/05/2022		05/20/2022		16				
Summer Term				06/06/2022		07/14/2022		6				
Total number of weeks:								37				
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	8:00			2:00
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00				
Saturday	9:00	11:00			9:00	11:00						
Sunday												
Total Hours Per Week:	19.5				19.5				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 instruction (as needed), Saturday Academies, and educational field trips.											
Parent/Legal Guardian Activities	Saturday Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.											

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	057906106	Meadows Elementary School 1600 The Meadows Parkway DeSoto, TX 75115						K – 5	120	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				12/17/2021				15			
Spring Term				01/05/2022				05/20/2022				16			
Summer Term				06/06/2022				07/14/2022				6			
Total number of weeks:												37			
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	8:00			2:00			
Tuesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00			
Wednesday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00			
Thursday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00	8:00			2:00			
Friday	6:30	7:30	3:30	6:00	6:30	7:30	3:30	6:00							
Saturday	9:00	11:00			9:00	11:00									
Sunday															
Total Hours Per Week:	19.5				19.5				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 instruction (as needed), Saturday Academies, and educational field trips.														
Parent/Legal Guardian Activities	Saturday Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.														

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	057906001	DeSoto High School 600 Eagle Dr. DeSoto, TX 75115						9 – 12	150	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			12/17/2021			15		
Spring Term				01/05/2022			05/20/2022			16		
Summer Term				06/06/2022			07/14/2022			6		
Total number of weeks:										37		
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:00	6:00	7:00	8:00	3:00	6:00	8:00			2:00
Tuesday	7:00	8:00	3:00	6:00	7:00	8:00	3:00	6:00	8:00			2:00
Wednesday	7:00	8:00	3:00	6:00	7:00	8:00	3:00	6:00	8:00			2:00
Thursday	7:00	8:00	3:00	6:00	7:00	8:00	3:00	6:00	8:00			2:00
Friday	7:00	8:00	3:00	6:00	7:00	8:00	3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	20				20				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 instruction (as needed), educational field trips, and college campus tours.											
Parent/Legal Guardian Activities	Family Engagement activities will include in-person and virtual parenting skills, fostering involvement in child's academic success, financial literacy, and referrals to adult education, GED, and job certifications. Parents will also be encouraged to participate in the voluntary Parent University.											



THE UNIVERSITY OF TEXAS AT DALLAS

COMPUTER SCIENCE DEPARTMENT

ERIK JONSSON SCHOOL OF
ENGINEERING AND COMPUTER SCIENCE

800 W. Campbell Road EC-31 RICHARDSON, TEXAS 75080-3021
Ph: 972-883-2185 fax 972-883-2399

Date: 12/3/2020

Texas Education Agency
Grants Administration Division
Attn: Christine McCormick
1701 N. Congress Ave.
Austin, TX 78701-1494

Dear Ms. McCormick and TEA Representatives:

The University of Texas at Dallas Computer Science department (UTDCS) is proud to extend this partnership agreement with DeSoto Independent School District (ISD) in the proposed 2021–2022 Texas 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant application. With 4500+ enrolled students in Computer Science and 30000+ students in UT Dallas, ~15% of the UTDallas students are in Computer Science and we are in the top 5 Computer Science departments based on enrollment. We have ~100 faculty to support the students in teaching and research activities. UTDCS created Center for Computer Science Education & Outreach in 2013 to deliver 100+ coding camps every summer to school students and 100+ afterschool coding clubs during the school year.

DeSoto ISD, UTDCS, and partners have collaborated to develop an engaging after-school program to meet the needs of some of this region's highest risk, underserved students and families. UTDCS supports the goal of the DeSoto ISD ACE Program: 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. Further, UTDCS will add value to the program, expanding DeSoto ISD's capacity to achieve this goal while increasing the scope, quality, and sustainability of DeSoto ISD's ACE Program.

UTDCS is proud to partner with DeSoto ISD and partners to offer this high quality after-school learning initiative to at-risk students and parents in this region. The ACE Program will help to eliminate educational gaps and weakness in DeSoto ISD schools and support students in improving their academic competencies and performance.

Sincerely,

A handwritten signature in black ink, appearing to read "Jey Veerasamy".

Dr. Jey Veerasamy
Director, Center for Computer Science Education & Outreach
Teaching Faculty, Department of Computer Science
ECSS 4.602 jeyv@utdallas.edu The University of Texas at Dallas
Phone: +1 972 883 4241

December 4, 2020

Texas Education Agency
Grants Administration Division
Attn: Christine McCormick
1701 N. Congress Avenue
Austin, TX 78701-1494

To Whom it May Concern:

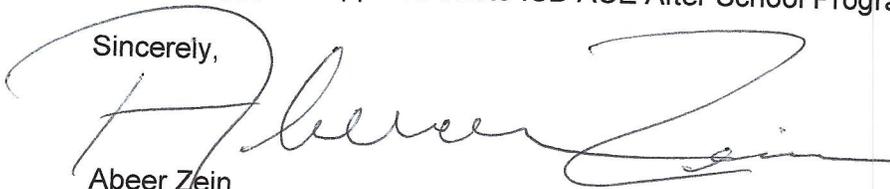
On behalf of Texas A&M AgriLife Extension Service – Dallas County, please accept this letter of support for the DeSoto ISD ACE After School Program entitled “Family Engagement Program”.

The Texas A&M AgriLife Extension Service is a unique education agency with a statewide network of professional educators, trained volunteers, and county offices. It reaches into every Texas county to address local priority needs. Some of our major efforts are nutrition education; food safety, chronic disease, weight management; enhancing food security; and protecting human health through education about diet, exercise, and disease prevention and management.

Signature programs of Texas A&M AgriLife Extension relevant to our work with the DeSoto ISD ACE After School Program are “Fresh Start to a Healthier You!” and “Dinner Tonight Healthy Cooking Schools”. These programs are designed to assist all Texans in making informed decisions through research-based education in order to educate communities on topics related to nutrition and health. Specific objectives of these programs include working with organizations, agencies, communities and individuals to provide Texans with a wealth of information and perspectives so they can make informed decisions about the food they eat, and present the important role of nutrition and health in their daily lives.

Due to successful past, and potential, collaboration on education related to nutrition and health, we are happy to support DeSoto ISD ACE After School Program.

Sincerely,



Abeer Zein
Extension Agent: Better Living for Texans Program
Texas A&M AgriLife Extension Service

Texas A&M AgriLife Extension Service
600 John Kimbrough Blvd, Suite 509 | College Station, Texas 77843-7101

Tel. 979.845.7907 | cfodd@ag.tamu.edu



Cedar Valley College
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

December 8, 2020

Texas Education Agency
Grants Administration Division
Attn: Christine McCormick
1701 N. Congress Avenue
Austin, TX 78701-1494.

Re: 2021-2202 Nita M. Lowery 21st Century Community Learning Centers (Cycle 11)

Dear Texas Education Agency Representatives:

It is with great pleasure that Cedar Valley College extends this letter of intent to partner with DeSoto ISD in the proposed 2021-2022 Texas 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant application. In response to the 21st CCLC program, DeSoto ISD and Cedar Valley College have developed a responsive, innovative and engaging after-school program. DeSoto ISD's long lasting relationship with Cedar Valley College has afforded to opportunity for both these eligible 21st CCLC entities to forge yet another partnership and jointly eliminate the identified gaps and weakness while increasing academic performance of students, as well as support for parents and the community.

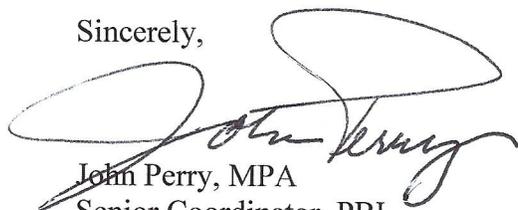
The DeSoto ISD Advisory Council, administrators and staff explicitly sought out a planned partnership with Cedar Valley College that added value as well as demonstrated an expansion in the capacity of DeSoto ISD to achieve the program goals and objectives while increasing the scope, quality, and sustainability of services that will be provided by its 21st CCLC Program. From the onset, Cedar Valley College representatives were involved as partners in the planning and development of this after-school initiative and will continue to do so through the established DeSoto ISD 21st Century Advisory Council. Cedar Valley College will not only play a critical role in support, planning, guidance, and implementation but will also have a pivotal role in delivering academic strategies and enrichment services, particularly, college awareness and readiness activities required to meet or exceed the program objectives.

DeSoto ISD and Cedar Valley College share a common vision of providing support, resources, expertise, and knowledge to parents, students and the community. Cedar Valley College is a diverse higher education institution from the local community that will fully assist with the

successful implementation and scalability of the 21st CCLC program. The collaborative partnership efforts will include, but not be limited to, project development, provision of services (STEM summer programs, STAAR workshops, parent training, etc.), data for the evaluation design and on-going sustainability efforts. Specifically, the 21st CCLC Program as designed will deliver a wide range of academic opportunities such as; after-school programming, STEM-based and socio-emotional learning (SEL), behavioral and social skills development, student leadership training, college and career readiness, financial aid and literacy workshops and professional development and enrichment strategies to educators, students and parents.

Cedar Valley College highly supports this after-school extended learning initiative to serve students, parents and community residents and looks forward to collaborating with DeSoto ISD on this worthwhile Texas 21st CCLC initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "John Perry", with a large, stylized flourish above the name.

John Perry, MPA
Senior Coordinator, PBI
Cedar Valley Community College



13532 N Central Expressway, MS3819
Dallas, TX 75243

December 3, 2020

Texas Education Agency
Grants Administration Division
Attn: Christine McCormick
1701 N. Congress Ave.
Austin, TX 78701-1494

Dear Ms. McCormick and TEA Representatives:

Texas Instruments is proud to extend this collaboration agreement with DeSoto Independent School District (ISD) in the proposed 2021–2022 Texas 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant application. Texas Instruments Incorporated (TI) has a 30 year history in working with school districts to provide students with the rigorous mathematics and science education essential for success in post-secondary education and careers in STEM fields.

DeSoto ISD, Texas Instruments, and fellow collaborators have cooperated to develop an engaging after-school program to meet the needs of some of this region's highest risk, underserved students and families. Texas Instruments supports the goal of the DeSoto ISD ACE Program: 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. Texas Instruments will aid DeSoto ISD in expanding their capacity to achieve this goal through professional learning opportunities for teachers and students and the addition TI Technology to provide students with hands-on coding experience.

Texas Instruments has provided input in the development of this initiative and is committed to provide program, planning, guidance, and implementation support. DeSoto ISD, Texas Instruments, and other partners will work cooperatively to deliver a wide range of activities to ACE Program student and family participants including delivery of academic strategies and enrichment services necessary to meet or exceed 21st CCLC performance measures. Additionally, the team will build content knowledge in mathematics and science. TI will work with DeSoto ISD and partners to build student engagement in learning real-world skills to encourage collaborative problem-solving, lively discussion, exploration and discovery of connections in science, math, engineering design and robotics. TI will help DeSoto ISD implement concept exploration in computer science and engineering utilizing python coding language using TI technology to prepare students in skills needed to enter into these degrees in post-secondary education.

Texas Instruments, an eligible 21st CCLC entity, is proud to partner with DeSoto ISD and colleagues to offer this high quality after-school learning initiative to at-risk students and parents in this region. The ACE Program will help to eliminate educational gaps and weaknesses in DeSoto ISD schools and support students in improving their academic competencies and performance.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tom Springmeier", written in a cursive style.

Thomas R. Springmeier
Vice President, Worldwide Sales
Texas Instruments, Inc.