



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization: Ysleta Independent School District
Campus name: [] CDN: 071905 Vendor ID: 1-746002473 ESC: 19 DUNS: 082706417
Address: 9600 Sims Drive City: El Paso ZIP: 79925 Phone: 915-434-0000
Primary Contact: Ericka Armendariz Email: earmendariz11@yisd.net Phone: 915-434-5496
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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):

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

Authorized Official Name: Xavier De La Torre Title: Superintenden Email: xdelatorre@yisd.net

Phone: 915-434-0032 Signature: [Signature] Date: 1/20/2021

Grant Writer Name: Suzie Focht Signature: Suzie Focht Date: 1/20/2021

[x] 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
Increase English language arts and reading (ELAR) achievement, as measured by scores on the State of Texas Assessments of Academic Readiness (STAAR) and school day report cards	Provide Texas Essential Knowledge and Skills (TEKS)-based ELAR activities correlated to Makerspace activities with ample, productive time for reading, writing, critically thinking, and collaborating about hands-on tasks.
Increase Science achievement, as measured by STAAR scores and school day report cards	Provide strategic TEKS-based Makerspace activities that will support students with scaffolded opportunities to internalize science concepts and scientific processes.
Increase school day student engagement and social/emotional competency, as measured by teacher and/or counselor observations	Engage students in social-emotional learning (SEL) activities that teach and support the Collaborative for Academic Social and Emotional Learning (CASEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

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.

Ysleta Independent School District (Ysleta ISD) students who attend the Texas Afterschool Centers on Education (ACE) Program at least 75 days during the 2021-2022 school year will improve school day ELAR report card grades by at least 3% over the course of the school year.

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

- By October 31, 2021: The Ysleta ISD Element Quality Cross-Check Tool is developed and includes:
1. Each Texas ACE center will have safety practices in place and program trainings in progress.
 2. The local measures of rigor, engagement, quality, progress, activity effectiveness will be developed.
 3. Each center will have at least the minimum number (to be defined) of active Makerspace activities.
 4. Each center must have enrolled a minimum of 75% of the required number of students.
 5. 80% of actively attending students attend at least three hours per day and three days per week.
 6. Each site coordinator (SC) will be up to date with documentation to support the Fall Quality Indicators submission.
 7. The Steering Committee will be formed and will have an orientation session during the fall semester.

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

By February 28, 2022: The Ysleta ISD Element Quality Cross-Check Tool includes:

1. Each center will have rotated active Makerspace activities to meet current school day TEKS.
2. Each center will have a program calendar (e.g., TEKS, BL, Makerspace, SEL, career exploration, enrichment).
3. Each center must have enrolled a minimum of 100% of the required number of students.
4. Each center will report student academic and SEL progress for students who have achieved or are approaching 45 days (grant requirement) and 75 days (SMART goal) of attendance.
5. Each SC will review and use the semester comparison data and other sources to form an action plan regarding activities, levels of student participation/attendance, and other relevant next steps.
6. Each SC will be up to date with documentation to support the Winter Quality Indicators submission.

Third-Quarter Benchmark

By May 31, 2022: The Ysleta ISD Element Quality Cross-Check Tool includes:

1. Each center will have rotated active Makerspace activities to meet current school day TEKS.
2. Each center will have achieved 100% of the required number of students attending at least 45 program days.
3. Staff will provide brief responses to selected actions on the Element Quality Cross-Check Tool.
4. Each SC will have met the deadline to submit documentation to support the Spring Quality Indicators.
5. Each SC will be prepared to report on the progress made by students attaining either 45 or 75 days of program attendance, once the semester comparison student data are available.
6. Summer student recruitment is complete and summer program activities are set.
7. The Steering Committee will meet twice during the spring; agenda included plans and goals for 2022-2023.

7. Project Evaluation and Modification

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

The use of data is multi-tier on this Texas ACE project. SCs will have access to school day student data and will review the data throughout the year to understand if student progress is made and/or there is need for improvement(s) to better meet identified student needs. The project will use the quality Trio comprised of the evaluator, joint applicant: the University of Texas at El Paso (UTEP), and the Ysleta ISD project director (PD) to review participant data in conjunction with local quality elements, local program goals, and Texas Education Agency's (TEA) scaled quality indicators of success, the Quality Assurance Process (QAP). The Trio will determine local measures of success and will develop an Element Quality Cross-Check Tool that will accelerate staff understanding of program expectations and job duties. The tool will support four overarching functions: (1) train staff, (2) gauge staff progress on program implementation, (3) prepare for and document progress toward TEA's QAP, and (4) communicate progress to the Steering Committee (Committee). At predetermined intervals, selected elements will require a brief statement from grant staff to report current status and remark on next steps.

Ysleta ISD's Assessment, Research, Evaluation, and Accountability (AREA) Department will provide the formatted data for upload that TEA requires in February and June. In addition, AREA will provide the school day data in a user-friendly format to the PD, comparing the program participant data between the most recently completed semester and the previous semester. The semi-annual comparison data will facilitate a consistent overview of student status across the centers and support mid-course corrections. The Trio will review the data for trends and consider options, communicating with the Committee to inform on progress and to elicit recommendations. Through this process, more substantial center-specific continuous improvements may be made, and both evidence and insights will contribute to local understanding of effective practices. If a center's program is not on track to meet benchmarks or SMART goals, the SC will have ample support and to make appropriate changes until the right evidence-based path is found.

All student data will be handled in compliance with the Family Educational Rights and Privacy Act (FERPA).

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

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

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

Ysleta ISD is a large urban school district in El Paso, Texas. Among residents in the three zip code areas on this grant, 57.2%-86.4% speak a language other than English at home. While 9.8%-16.7% have a college degree, 21.7%-35.1% are at least 25 years of age and lack a high school diploma. Median income is \$30,536-\$41,476 and 21.8%-29% of the population is below the poverty level. Notably 35%-47.7% of children under age 18 are below the poverty level (U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Population Estimate accessed via data.census.gov 1/11/2021) In 2014, the Wall Street Journal listed El Paso as the 4th least literate U.S. city. The El Paso-Ciudad Juarez, Chihuahua, Mexico is the largest bilingual and binational workforce in the western hemisphere. U.S.-Mexico border areas are typically ranked at the bottom of educational and economic development.

All Ysleta ISD schools are Title I and each of the proposed elementary schools (ES) is designated as Community Eligibility Provision (CEP). CEP provides both breakfast and lunch to the nation's highest poverty schools, at no cost to all campus students and without collecting household applications. (fns.usda.gov/cn/, accessed 1/12/2021) Ramona ES is located in a Qualified Opportunity Zone, a designation by the Internal Revenue Service of an economically distressed community.

	At-risk	ELL	Eco Dis	TEA Label/Grade	Campus Pop	At-risk Eligible	Program Students	% of Eligible
TEXAS	50.1%	19.5%	60.6%					
1 Ascarate ES	74.1%	56.3%	96.6%	Targeted Support	320	237	80	34%
2 Capistrano ES	75.2%	53.9%	95.9%	Targeted Support	488	367	150	41%
3 Lancaster ES	57.9%	36.7%	86.2%	C*	603	349	120	34%
4 Loma Terrace ES	63.9%	43.9%	85.4%	F*	515	329	85	26%
5 Parkland ES	60.4%	36.8%	90.0%	D*	525	317	125	39%
6 Ramona ES	59.1%	42.3%	80.4%	A*	286	169	60	36%

a. Campus committees annually review various state and local assessments, surveys, and school day data to develop their Campus Improvement Plans (CIPs). Data are reviewed for insight into student academics, behavior, attendance, and engagement. The findings are critical for both district and campus planning and goal-setting; most of the current goals are centered on English language arts.

b. This proposed project will focus on the high rates of at-risk (e.g., ELL, homeless, did not promote to next grade level, did not perform satisfactorily on an assessment) populations at each campus. As noted in the table, Ascarate ES and Capistrano ES have been identified by TEA as in need of Targeted Support and have the highest percentage of at-risk students at 74.1% and 75.2%, respectively, well above the Texas average of 50.1%. All six campuses are well above the state average for at-risk, English language learners (ELLs), and economically disadvantaged students based on 2020-2021 data.

* Grade reported on TEA's 2019 A-F Accountability Listing for School Progress: Academic Growth.

c. Recruitment will be started as each SC is hired at a campus, as the objective is maximizing the number of program days for each student. Each SC is responsible for reviewing data, communicating with faculty and administrators, and providing activities that serve at-risk students and their families. Parent/family support includes the provision of a safe and productive learning environment during the afterschool hours when parents may be working or seeing to responsibilities, educational and social services to the adults, and relationship and advocacy support for parents with their child(ren).

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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.

Problem Statement: At-risk students have consistently low reading levels and assessment scores. The students need additional scaffolded learning opportunities that will help close learning gaps related to ELAR, science, and math. The same at-risk students will benefit from activities that support their social-emotional development.

Academic focus: The afterschool program will use the Ysleta ISD Blended Learning (BL) Pillars (i.e., data-driven instruction, rigor, student agency, campus and classroom culture, and competency-based progression) in combination with Makerspace values and practices to provide relevant, scaffolded, hands-on learning experiences. UTEP will train and support Makerspace activities to fit a particular "theme" which will reflect the TEKS (e.g., ELAR, science, math) that students are learning in their grade-level classroom. Themes and TEKS will require multi-disciplinary skills. Makerspaces have the logistical supplies and equipment to support specific themes and TEKS with scaffolded, critical thinking, hands-on activities. Makerspace themes will evolve and rotate to reflect classroom lessons, allowing participating students to investigate and internalize concepts. The BL Pillars support the student-directed learning environment, with occasional teacher guidance, that will give the students some autonomy to focus their energies until the concepts come together. Program staff and faculty will receive training on both BL and Makerspace. Activities will be planned and documented using the 5E unit/lesson plan or as TEA requires. A primary obligation of Texas ACE programs is student voice and choice. As their ease with the environment becomes evident, students will be drawn to (1) what catches the eye and what their friends are doing, (2) what they know and can do, (3) what they don't know, but want to learn. Actions and learning speak louder than words.

Academic SMART goal: Students who attend the Texas ACE program at least 75 days during the 2021-2022 school year will improve school day ELAR report card grades by at least 3% over the course of the school year. The fundamental need is to increase literacy and apply those skills across all content areas. It is anticipated that the improvements will be greater, will positively affect science and math, and student success across the board. Based on identified needs, other school day grades will be tracked and addressed to ensure students have the academic support they need (e.g., homework assistance, tutoring).

Social-emotional focus: As this grant was prepared, campus principals discussed concerns about student mental health, behaviors, and socialization, perhaps even resocialization, given the distance students experienced this past year. Bullying remains a concern, both physically and through digital media. The program will offer SEL skill-building activities that teach and reinforce the Collaborative for Academic Social and Emotional Learning (CASEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. While grant personnel will be trained so that they understand how to support the SEL competencies, a licensed vendor will be contracted to provide consistent, quality SEL skill-building experiences to the students. District policies will be followed (e.g., background checks, vendor bid processes, counseling and guidance).

SEL SMART goal: The goal will be developed as student needs are more accurately defined. The SMART goal will be based on student progress (e.g., school day behaviors, absences, SEL competencies), measured with teacher and counselor observations, and with the SEL competency tool which will be selected once a vendor is hired.

Parent/family: The FES will work with the Ysleta Community Learning Center (YCLC) to inform about adult classes (e.g., English as a Second Language (ESL), GED, Commercial Driver's License (CDL), certifications). The FES and YCLC will help transition adults into the workforce. There are no out-of-pocket expenses for classes, certification exams, or employment placement services. Some classes are also available at the district's high schools. The FES will use district and community networks to help parents/guardians gain access to social services they may need.

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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.

Though other supports (e.g., homework help, engaging enrichment, career exploration) will be in place, the keys to this program are the integration of identified TEKS into Makerspace values and delivery system, and the incorporation of the Ysleta ISD Blended Learning Pillars (i.e., data-driven instruction, rigor, student agency, culture, competency-based progression). Using the Makerspace and BL keys, this project's goals are to improve student engagement and student academic success through the development and application of 21st Century skills (e.g., critical thinking, curiosity, creativity, communication, leadership and teamwork, and many more) and the social-emotional learning (SEL) competencies (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Activities will be based on TEKS, the Scope and Sequence pacing calendar, and BL supports. SCs will participate in trainings, campus planning meetings, and meet with instructional coaches to ensure that program activities are aligned with school day lessons and BL strategies. These interactions should reveal student struggles that may be addressed during the afterschool program.

UTEP personnel have recommended that each Makerspace environment be developed to meet the needs of either grades K-2 or grades 3-6. By reasonably spanning grade levels, each student will be able to comfortably address their own interests, reinforce what they should already know and step ahead as they develop confidence and knowledge, preparing them for future school day lessons. Makerspace stations will be used daily. Students will be challenged by changes to process, materials, and/or final products/outcomes. Each Makerspace environment or theme will allow for specifically identified TEKS-based activity(ies), as well as time for further investigation with notes recorded in the student's research journal; such exploration will support a deeper learning experience. Reading and writing will be incorporated into activities as instructions, design steps or plans, notes in the research notebook, or may be fundamental to a specific activity. The Makerspace environment, stationary or mobile, may look like a science, technology, engineering, art and math (STEAM) lab, and will incorporate activities that generate curiosity and engagement that will encourage all students to participate and enhance their school day knowledge. Stations that are already set up to address targeted TEKS, will support student(s) stuck on a specific concept. Local experience has demonstrated that students who are shy, introverted, or uncomfortable with their English language skill level find they have interests that blossom, and the activities and collaborations become more important than their need for isolation. Student voice and choice will be gauged, but the evidence is strongest when students naturally gravitate to activities that pique their curiosity. That's where learning happens.

For example, visualize a station with an assortment of magnets, metal objects, and metal surfaces. The instructions have students trying to manipulate an object through a maze that is also student-designed. At each grade level, students hypothesize and test. They are instructed to forecast and graph potential outcomes, plot their successes and failures, and then calculate frequencies. The graph is recorded in the research notebook with the student's hypotheses, miscalculations, and findings. They will provide a written paragraph about the experience. Students will be guided to include academic language, correct spelling and grammar, and to consider what other questions might be applicable for additional critical thinking and/or investigation. Teachers and tutors will be trained to be supportive observers and ask constructive questions, but will let the students learn by trial and error. The magnet station may be available to students for two weeks or perhaps a whole semester. There is a lot to learn from the science of magnets, even more when math and English language arts skills are incorporated. Though structured with challenges, the scene should be relaxed, investigative, and filled with collegial interactions.

Activity oversight, including development, implementation, and guidance for continuous improvement will be performed by the SC and the PD using the Element Quality Cross-Check Tool (described in question 7 Project Evaluation and Modification). A Ysleta ISD associate superintendent will be the direct supervisor to the PD, ensuring district-level vision and support throughout the grant period, and the development of sustainable actions.

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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

The UTEP College of Education has developed a Makerspace Lab that was designed to build capacity in pre-service and active early childhood educators and STEM teachers through the middle school grades. UTEP and Ysleta ISD will develop afterschool Makerspace environments (e.g., stationary, mobile, mindset, philosophies) on the proposed campuses as noted in the attached Memorandum of Understanding (MOU) and UTEP's Scope of Work.

UTEP and Ysleta ISD will have co-leadership roles on the Steering Committee, guiding the review of program-generated evidence (e.g., student data, measures of activity rigor and engagement, parental support) to develop goals that direct program development, oversight, and continuous improvement to find activities and delivery methods that best work with the at-risk population of each campus and may be sustained over time. Makerspace training will be developed and provided by UTEP personnel, based on the College of Education Makerspace Lab and with consideration of the Ramona ES practices. There will be three formal training sessions for program administrative and frontline staff. The first session will take place in August 2021, the second approximately eight weeks later, and the third in February 2022. Trainings will include introductory topics such as methodologies, environments, themes; then a deeper dive into application/implementation, monitoring/observations for continuous improvement; and finally, more advanced topics that will enhance knowledge and skills, as well as planning for both the summer program and the next grant year. Each formal training will be followed by an online session that will facilitate Makerspace implementations, answer follow-up questions, help the partner organizations understand assets and needs, as well as document processes for replication. Each training and follow-up session will be video-recorded. The recordings will be used to orient new staff and may be reviewed, as desired, by all staff to ensure understanding and quality implementation.

The Trio (i.e., UTEP, PD, evaluator) will collaborate on the development of measures of program effectiveness (e.g., rigor, quality, engagement, academic progress) and the development and implementation of the Element Quality Cross-check Tool that will guide and monitor identified elements (e.g., student eligibility, recruitment practices, attendance, purposeful activity development based on student needs and TEKS, school day student progress, evolution of the afterschool Makerspace culture with the school day culture, anticipated next steps and the progress on those steps, TEA's QAP requirements) of the program. The elements will be correlated to the program goals in this application and the more explicit goals developed by the Steering Committee. The Trio will formally review student data and program tools semi-annually to determine the quality of program/activity implementation and progress toward the established goals.

Afterschool Makerspace is new to all six campuses. Ramona ES has school day Makerspace environments, but will benefit from the evidence-based expertise that UTEP will provide to the afterschool centers.

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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.

Blended learning (BL) is the combination of (1) a formal education program that has the student using part of their time in online learning, with some control over time, place, path, and/or pace; (2) part of the time, the student is in a supervised learning environment; and (3) combining components provides learning opportunities that integrate and support student learning, rather than duplicating needlessly. (Horn, M., Staker, H., Blended. 2015) Ysleta ISD has developed each of its BL Design Pillars (i.e., data-driven instruction, rigor, student agency, campus and classroom culture, competency-based progression) to drive student learning.

Makerspace is a “wonder-driven learning environment...more than just a physical place, the Makerspace represents a collective mindset that celebrates humans as naturally being life-long builders and tool users, who learn best by creative doing.” (<https://www.utep.edu/education/makerspace/>, retrieved 1/9/2021).

Ramona ES has built a stellar Makerspace environment and campus-wide mindset over the last six years. Success may be defined in numerous ways: student learning, parental involvement, community engagement, and business connections. For the 2018-2019 school year, Ramona ES earned straight A's and the six distinctions they are eligible to earn on TEA's accountability report card. This is evidence of an effective and holistic way to guide student learning, however this is just a snapshot of student progress. Each year brings new students and new challenges (e.g., summer slide, COVID-19 slide, mobility, language skills).

BL and Makerspace complement each other well. As noted by Dr. Daniel Tillman, co-founder of the UTEP Makerspace Lab, the BL pillars are “better aligned with Makerspace than traditional classroom practice.” Dr. Tillman is our UTEP connection and he brings his Makerspace expertise, passion, and inspiration to this project to better understand and affect student learning.

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

The Texas ACE programs will be hosted at the listed campuses. As a result, students will join the program after school.

Of the six elementary campuses, four will require bus transportation to safely take the students home. Ysleta ISD's Transportation Department has reviewed the existing routes for each campus and has determined that one bus per center will meet student needs. At the end of the program day, the list of bus riders will be carefully reviewed to ensure that each rider in attendance is on the bus, unless the parent/guardian has communicated otherwise. The buses will follow the posted schedule and parents will be asked to meet their child(ren) at the designated stop. The school bus is an extension of the campus and appropriate behavior is required to be able to continue to use the service. Transportation should not be a barrier to student participation in the program.

Students who have parent permission noted on the enrollment form may walk home. They will be released based on the list of authorized walkers. A staff member will be assigned to document each walker's release and make sure they are safely off campus. Students walking home are not permitted to leave early or without proper check-out.

The remaining students are those who will be picked up by the parent/guardian, or someone the parent/guardian has authorized in writing on the enrollment form. The parent/guardian or authorized person must present their identification at each pick up and they will sign the student(s) out through established release processes.

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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.

With over 38,561 students and 59 campuses, Ysleta ISD is a large urban school district. The district uses a variety of methods and media to communicate with the community, including a comprehensive district website at www.yisd.net., school websites, televised and live-streamed meetings, all-calls, Peachjar (i.e., a digital flyer service that sends notices to email addresses), cell phone/text messaging, email, flyers, calendars, Facebook, and Twitter. Campus and program events, including student performances, the district's annual Parent Engagement Conference, and STEM and robotics competitions encourage families to attend and support their child(ren). The events provide a forum for spotlighting available district, community services, including Texas ACE events and services.

The purpose of the Texas ACE Communication Plan is to facilitate consistent communications using appropriate and established district methods for the types of information (e.g., program contact information, centers and hours, recruitment and enrollment, event notices, post-event narratives and photos, workforce training and placement services) being disseminated. The plan will include (1) ensuring that parents have provided permission for their child(ren) to be recorded (e.g., photo, video, vocal, written) and made publicly accessible; (2) communication process in case of emergencies; which will mirror, as appropriate, the school day emergency plans; and (3) steps to address lagging student attendance and/or participation as consistent engagement in program activities will have the greatest positive impact. The plan will include how communiques will be translated to serve the communities each center serves.

While parent/guardian communication is critical, other work will be with UTEP and other community stakeholders. Communication protocols will be included to ensure compliance with district policies and practices.

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.

Ysleta ISD continues to grow its blended learning (BL) support system, recently hiring a fulltime person to provide training and support. BL may be used across content areas, though the Texas ACE program will be aligned with Ysleta ISD's English language arts focus. Grant staff will participate in district/campus BL trainings to understand the district's BL Pillars, implementation, teacher and student roles, and how the afterschool staff can provide cohesive support to the students. The PD will provide additional support to enhance BL competency in the Texas ACE student components (i.e., academic assistance, enrichment, college/workforce). BL program integration is one of the keys to this program, as noted in question 9.3.

Using the previous example with the magnets, consider how a student might decide on his/her own or receive subtle prompting about researching a question such as, why do magnets stick together or push way from each other, depending on their positioning? The student may seek a library book, an online article, or use STEMscopes which is a campus tool that includes reading, writing, and art activities that expand on STEM topics. With the student's quest, the BL Pillars are tapped: the student is allowed (culture), to take ownership of their learning (student agency), expand their knowledge (rigor), make a case for their decision (data-driven), and ultimately, set their pace (competency-based progression). The scaffolded approach will build on prior knowledge, support classroom learning, engage students, and positively impact school day assessments.

Ysleta ISD recognizes the "supplement not supplant" requirements under federal guidelines; grant funds will be used for the benefit of program participants. There are numerous resources (e.g., state compensatory education, federal Title, and local funding) in the school day campus infrastructure that will be available to the afterschool centers (e.g., classrooms, technology, playground, library, gym, lab) and district/campus trainings and resources.

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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.

Student success is evidenced by an increase in attendance, grades, engagement and participation, on-time grade advancement, and fewer discipline referrals. The district wants to provide all students with the resources they need to become successful learners, but this is a challenge with so many needs and limited resources. The outcomes and activities to be sustained, preferably through out-of-school time activities, are (1) student achievement in literacy, science, math; (2) student STEM strengths and interests; (3) student SEL capacity; and (4) parent/family opportunities for literacy, education, and engagement in their children's education.

Preliminary plans include (1) the Steering Committee for expertise and informed strategic planning; (2) modified Makerspace clubs to extend afterschool/summer learning using Cycle 11 resources at potentially lower ongoing costs and tapping in-kind resources; (3) utilize video library of trainings developed on this grant and the firsthand experience of teachers who trained and worked in the centers; (4) options for combining sites for summer programs to minimize costs; (5) utilize volunteers (e.g., pre-service teachers, high school students, community members, in-kind services); (6) shorten the weekly fall/spring program; (7) absorb necessary management tasks into campus processes; (8) use the Committee's findings, strategies, and networks to engage community support; and (9) utilize local programs to provide adult opportunities for literacy, education, and engagement in their children's education.

Ramona ES has garnered funding and technical expertise from local businesses. Accessing the community networks available through the district and the Committee, with an evidence-based strategic plan, will help the centers gain traction and provide students with ongoing Makerspace support.

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)

Volunteers expand the reach and impact of the program, provide students with new perspectives, help students understand that community service comes in many forms. Volunteers contribute the understanding and development of SEL skills. Volunteers will be invited to participate in the training and practices of the SEL competencies. Volunteers can contribute insights in support of program quality and participant equity. Volunteers may present on topics related to career and other interests.

The recruitment of the pre-service teachers that UTEP's Makerspace Lab educates would provide campus-based practical experience in support of the local teacher pipeline. Pre-service teachers contribute developing knowledge and the fresh enthusiasm of those engaged in helping youth succeed. High school students who participate in a district T-STEM Academy or excel in STEM pursuits will earn hours toward graduation requirements. College students may volunteer or intern through outreach activities based on their college majors. Community volunteers, including seniors, may share workplace skills (e.g., engineering, computer programming, graphic design, educators, STEAM support roles) and talents (e.g., painting, creative writing, dance, cooking, sewing, and military and civic leadership). Campus and district volunteer coordinators will help connect SCs to volunteers for enrichment and career exploration activities.

District policies regarding volunteers will apply, including a volunteer application, proof of identity, a criminal history record review (i.e., background check), volunteer training, and wearing a district-issued badge while on duty. While working with students, volunteers are not left alone, a program staff member is present to supervise and ensure safety. The volunteer application must be renewed each school year. High school students may volunteer provided they wear their school identification. All volunteers will sign in and out through campus front-office practices and through program tracking methods. Volunteers must comply with district policies.

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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.

This grant focuses on those students who have been identified as at-risk, so recruitment will start with the review of student data in July and August, as SCs are hired at each campus. The objective is to enroll students quickly to maximize their participation. SCs will be trained to intentionally and tactfully recruit at-risk students, discuss program purpose and options with the parent/guardian, and provide a welcoming and engaging program environment. It is understood that the more frequently a student participates in the Texas ACE program, the stronger the positive outcomes (e.g., school day grades, attendance, behavior, personal and interpersonal skills).

The Element Quality Cross-Check Tool will require SCs to monitor and periodically report levels of attendance (i.e., frequency of days, number of daily hours), as noted in the Benchmarks. Each SC needs to be familiar with student attendance habits and understand what may be keeping students from coming, as well as what has hooked them to come every day. For some students, there are parental limitations, but student needs exist and the program can still provide support. To encourage attendance on Friday afternoons and enhance parental and family engagement, a monthly Friday afternoon will be dedicated to Family Fun and Games, or a similar activity. The purpose is to encourage families to come together and enjoy each other in an unexpected social setting!

Fall/spring SMART goal: 80% of students who are enrolled in the Texas ACE program during the fall and spring semesters will attend at three hours per day and at least three days per week for a minimum of 45 days.

Summer SMART goal: 60% of students who are enrolled in the Texas ACE summer program will attend at least six hours per day and at least three days per week for a minimum of 12 days.

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.

The focus is on those at-risk students who are most likely to regularly attend the Texas ACE program, as their potential for growth increases with each day of participation. As with the school day, students miss a lot when they are absent and each program exposure offers learning experiences the students would not otherwise have. With the release of this application, associate superintendents communicated with school principals to determine interest and commitment. Under normal circumstances, there are a lot of student and family needs, but circumstances have been exacerbated by the pandemic. Administrators understand that their students need support (i.e., academic, emotional, non-family adult, face-to-face) more than ever before and student recovery will take considerable time. This program offers students innovative tools to enhance their learning and strengthen their SEL skills.

Each principal conferred with their leadership team to consider program scheduling options, the target population and the number to be served, and the overarching programmatic goals. They all understand the budget implications, but hope to serve more students than the commitment they made on this application.

To ensure program quality and equitable services at each center, the number of teachers and tutors are based on the number of students. Each center will have a daily security officer and a summer nurse. Frontline (e.g., extra-duty, part-time) payroll and benefits total \$571,948. Payroll and benefits for required full-time administrative and support positions (i.e., PD, 6 SCs, FES, Secretary) total \$596,110. Vendor (i.e., SEL, enrichment, evaluator) costs total \$82,590 and includes funds for the provision of UTEP's services as discussed in the MOU and Scope of Work. Supplies, equipment, materials total \$184,450. Staff travel (e.g., required orientation, trainings, and conferences), daily bus transportation and field trips, and hospitality costs total \$111,453.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Academic/instructional (teachers, aides, tutors)	\$450,409
2.	Program management and administration (PD, SCs, FES, Secretary)	\$493,606
3.	Other employee positions (security, nurses)	\$94,124
4.	Benefits	\$129,919
5.		0

Professional and Contracted Services

6.	University of Texas at El Paso - Joint Applicant/Partner	\$15,000
7.	Evaluator - INCLUDED BELOW IN THE ADMINISTRATIVE COSTS	\$9,990
8.	Social-emotional skills vendor services	\$18,600
9.	Enrichment vendors	\$31,000
10.	Professional development	\$8,000

Supplies and Materials

11.	Supplies and materials-admin	\$6,000
12.	Supplies and materials-centers	\$172,450
13.	Supplies and materials-parent/family	\$6,000
14.		0

Other Operating Costs

15.	Employee travel, includes grant required trainings and conferences	\$40,100
16.	Daily student transportation and field trips	\$66,575
17.	Hospitality	\$4,778

Capital Outlay

18.		0
19.		0
20.		0

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: 071905

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	071905-101	Ascarate ES, 7090 Alameda Ave, El Paso, 79915, Claudia Ureno-Olivas, 915-434-7400	0	K-6	80	20
2	071905-127	Capistrano ES, 240 Mecca St, El Paso, 79907, Norma Myers, 915-434-8600	0	K-5	150	40
3	071905-133	Lancaster ES, 9230 Elgin Dr, El Paso, 79907, Veronica Frias, 915-434-3400	0	K-5	120	40
4	071905-109	Loma Terrace ES, 8200 Ryland Ct, El Paso, 79907, Alex Armendariz, 915-434-2600	0	K-6	85	20
5	071905-113	Parkland ES, 6330 Deer Ave, El Paso, 79924, Dana Boyd, 915-434-6600	0	K-5	125	40
6	071905-114	Ramona ES, 351 Nichols Rd, El Paso, 79915, Darlene Solis, 915-434-7700	0	K-6	60	20
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	071905-101	Ascarate ES, 7090 Alameda Ave, El Paso, 79915					K-6	80	20			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>								0				
Fall Term		09/07/2021			12/10/2021			10				
Spring Term		01/05/2022			05/27/2022			18				
Summer Term		06/06/2022			06/30/2022			4 + 2 intersession weeks				
Total number of weeks:								34				
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			2:45	5:45			2:45	5:45	8:00			2:00
Tuesday			2:45	5:45			2:45	5:45	8:00			2:00
Wednesday			2:45	5:45			2:45	5:45	8:00			2:00
Thursday			2:45	5:45			2:45	5:45	8:00			2:00
Friday			2:45	5:45			2:45	5:45				
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	For all 6 sites: 10/04/21 - 10/07/21 - Intersession Week – Counted as summer week 03/07/22 - 03/10/22 - Intersession Week – Counted as summer week Intersession hours will be 8:00 AM – 2:00 PM, Monday through Thursday each week.											
Parent/Legal Guardian Activities	Monthly Friday Family Fun and Games event Other parent/guardian activities will be determined, based on needs, interests, and adult scheduling preferences.											

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	071905-127	Capistrano ES, 240 Mecca St, El Paso, 79907					K-5	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>								0				
Fall Term		09/07/2021			12/10/2021			10				
Spring Term		01/05/2022			05/27/2022			18				
Summer Term		06/06/2022			06/30/2022			4 + 2 intersession weeks				
Total number of weeks:								34				
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			2:45	5:45			2:45	5:45	8:00			2:00
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Wednesday			2:45	5:45			2:45	5:45	8:00			2:00
Thursday			2:45	5:45			2:45	5:45	8:00			2:00
Friday			2:45	5:45			2:45	5:45				
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	For all 6 sites: 10/04/21 - 10/07/21 - Intersession Week – Counted as summer week 03/07/22 - 03/10/22 - Intersession Week – Counted as summer week Intersession hours will be 8:00 AM – 2:00 PM, Monday through Thursday each week.											
Parent/Legal Guardian Activities	Monthly Friday Family Fun and Games event Other parent/guardian activities will be determined, based on needs, interests, and adult scheduling preferences.											

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	071905-133	Lancaster ES, 9230 Elgin Dr, El Paso, 79907					K-5	120	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>								0				
Fall Term		09/07/2021			12/10/2021			10				
Spring Term		01/05/2022			05/27/2022			18				
Summer Term		06/06/2022			06/30/2022			4 + 2 intersession weeks				
Total number of weeks:								34				
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			2:45	5:45			2:45	5:45	8:00			2:00
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Thursday			2:45	5:45			2:45	5:45	8:00			2:00
Friday			2:45	5:45			2:45	5:45				
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	For all 6 sites: 10/04/21 - 10/07/21 - Intersession Week – Counted as summer week 03/07/22 - 03/10/22 - Intersession Week – Counted as summer week Intersession hours will be 8:00 AM – 2:00 PM, Monday through Thursday each week.											
Parent/Legal Guardian Activities	Monthly Friday Family Fun and Games event Other parent/guardian activities will be determined, based on needs, interests, and adult scheduling preferences.											

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	071905-109	Loma Terrace ES, 8200 Ryland Ct, El Paso, 79907					K-6	85	20			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>								0				
Fall Term		09/07/2021			12/10/2021			10				
Spring Term		01/05/2022			05/27/2022			18				
Summer Term		06/06/2022			06/30/2022			4 + 2 intersession weeks				
Total number of weeks:								34				
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			2:45	5:45			2:45	5:45	8:00			2:00
Tuesday			2:45	5:45			2:45	5:45	8:00			2:00
Wednesday			2:45	5:45			2:45	5:45	8:00			2:00
Thursday			2:45	5:45			2:45	5:45	8:00			2:00
Friday			2:45	5:45			2:45	5:45				
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	For all 6 sites: 10/04/21 - 10/07/21 - Intersession Week – Counted as summer week 03/07/22 - 03/10/22 - Intersession Week – Counted as summer week Intersession hours will be 8:00 AM – 2:00 PM, Monday through Thursday each week.											
Parent/Legal Guardian Activities	Monthly Friday Family Fun and Games event Other parent/guardian activities will be determined, based on needs, interests, and adult scheduling preferences.											

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	071905-113	Parkland ES, 6330 Deer Ave, El Paso, 79924						K-5	125	40			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>								0					
Fall Term		09/07/2021			12/10/2021			10					
Spring Term		01/05/2022			05/27/2022			18					
Summer Term		06/06/2022			06/30/2022			4 + 2 intersession weeks					
Total number of weeks:								34					
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			2:45	5:45			2:45	5:45	8:00			2:00	
Tuesday			2:45	5:45			2:45	5:45	8:00			2:00	
Wednesday			2:45	5:45			2:45	5:45	8:00			2:00	
Thursday			2:45	5:45			2:45	5:45	8:00			2:00	
Friday			2:45	5:45			2:45	5:45					
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)		N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		For all 6 sites: 10/04/21 - 10/07/21 - Intersession Week – Counted as summer week 03/07/22 - 03/10/22 - Intersession Week – Counted as summer week Intersession hours will be 8:00 AM – 2:00 PM, Monday through Thursday each week.											
Parent/Legal Guardian Activities		Monthly Friday Family Fun and Games event Other parent/guardian activities will be determined, based on needs, interests, and adult scheduling preferences.											

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	071905-114	Ramona ES, 351 Nichols Rd, El Paso, 79915					K-6	60	20				
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>								0					
Fall Term		09/07/2021			12/10/2021			10					
Spring Term		01/05/2022			05/27/2022			18					
Summer Term		06/06/2022			06/30/2022			4 + 2 intersession weeks					
Total number of weeks:								34					
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			2:45	5:45			2:45	5:45	8:00			2:00	
Tuesday			2:45	5:45			2:45	5:45	8:00			2:00	
Wednesday			2:45	5:45			2:45	5:45	8:00			2:00	
Thursday			2:45	5:45			2:45	5:45	8:00			2:00	
Friday			2:45	5:45			2:45	5:45					
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	For all 6 sites: 10/04/21 - 10/07/21 - Intersession Week – Counted as summer week 03/07/22 - 03/10/22 - Intersession Week – Counted as summer week Intersession hours will be 8:00 AM – 2:00 PM, Monday through Thursday each week.												
Parent/Legal Guardian Activities	Monthly Friday Family Fun and Games event Other parent/guardian activities will be determined, based on needs, interests, and adult scheduling preferences.												

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													
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													
Spring Term													
Summer Term													
Total number of weeks:													
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													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

MEMORANDUM OF UNDERSTANDING
FOR 21st CCLC CYCLE 11 GRANT

This MEMORANDUM OF UNDERSTANDING FOR 21st CCLC CYCLE 11 GRANT (“MOU”) is made as of the effective date between the YSLETA INDEPENDENT SCHOOL DISTRICT, an independent school district organized under the laws of Texas (“Ysleta ISD”) and the UNIVERSITY OF TEXAS AT EL PASO through its College of Education (“UTEP”) (referred to collectively as the “Parties).

For and in consideration of the mutual covenants herein, and other good and valuable consideration, the receipt and sufficiency of which are acknowledged, the Parties agree as follows:

1. **Purpose.** The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), Cycle 11, Year 1 grant opportunity (“Cycle 11”) is open for applications, and Ysleta ISD intends to apply as the Grantee, with UTEP’s College of Education as a joint applicant. The purpose of this MOU is to set forth the agreement of Ysleta ISD and UTEP to abide by the terms of the Application and, if the Application is awarded, the award as to the program activities and use of funds for Cycle 11 (the “Project” or “program”).

2. **Term.** The Effective Date of this MOU shall be January 13, 2021, and shall continue for as long as the Project is in effect (which could be for a total term of five years or more), plus an additional 90 days to perform close-out activities; provided, however, that this MOU shall automatically terminate if no award is made by December 31, 2021. This MOU may also be terminated at any time upon 30 days’ written notice by either party or by written mutual consent of both parties.

3. **Project Focus.** The Cycle 11 grant supports the development and provision of out-of-school time academic enrichment experiences to improve outcomes for students, particularly English language learners, those from low-socioeconomic homes, or low-performing schools. *Makerspace* is a hands-on environment that encourages the development of 21st century skills like critical thinking, collaboration, leadership, creativity, problem-solving, decision-making, and social skills while students continue to develop necessary academic skills like literacy and science, technology, engineering, and math (STEM) skills. Through its research and educator-preparation programs, including with UTEP’s own *Makerspace* lab, UTEP has acquired substantial expertise in understanding and using *Makerspace* with this target population. The Parties agree that including *Makerspace* as a major construct in the Project will expand access to high quality services for the target population, contributing to each of the four required components of the 21st CCLC program. Following *Makerspace* philosophies, Ysleta ISD and UTEP will combine interests, resources, and expertise to the application of *Makerspace* practices and enhance local capacity, develop evidence within the target populations, and document practices for sustainable replication in Ysleta ISD school and afterschool settings.

4. **Roles and Responsibilities.** Ysleta ISD and UTEP agree to the following as their basic roles and essential commitments, and to such other roles and commitments as may be specified in the Application and approved in the award, as more thoroughly described in the Application.

- (a) **Application and award.** The Parties will cooperate in preparing the Application, which Ysleta ISD will submit; provided, however, that Ysleta ISD shall not be responsible to UTEP for any failure as to such submission, regardless of cause. Ysleta ISD will keep UTEP reasonably informed of any communications and requirements regarding award and will endeavor to provide to UTEP as much advance notice as possible of the final award and program start.
- (b) **Project administration and infrastructure.** Ysleta ISD will serve as grantee and fiscal agent and will be responsible for administration of the award. Using grant funds, Ysleta ISD will employ the grant staff as listed in the Application, and provide the Project locations according to the schedule shown in the Application, transportation for students, and all materials, supplies, equipment, student nutrition and snacks used in the Project, unless expressly described otherwise in the Application or this MOU.
- (c) **Student participation and communications.** Ysleta ISD will recruit students to participate in the program as described in the Application. Ysleta ISD will generally be responsible for communications with students and their families about regular program activities. UTEP will be responsible for coordinating communications relating to student or family activities hosted by UTEP during non-program hours or at locations other than Program sites.
- (d) **Program activities.** Ysleta ISD will be primarily responsible to ensure that activity requirements (e.g., homework and tutoring support, enriching experiences, college/workforce exposures, parent/family support), beyond or integrated with *Makerspace*, are met.
- (e) **Makerspace activities.** UTEP will be primarily responsible for providing guidance to the Project and professional development for Project staff on evidence-based best practices regarding *Makerspace* as an educational philosophy and learning environment, how *Makerspace* should be set up and equipped for the Project at each specific site, and how *Makerspace* activities should be implemented to support daily academic and nonacademic student learning. UTEP will participate in annual planning and goal-setting related to *Makerspace*. The planning discussions will include goal-setting based on current student/campus data, and staff training needs, and will build on Ysleta ISD's highly successful experience with *Makerspace* at Ramona Elementary School. Unless otherwise agreed, staff trainings will be hosted at Ysleta ISD facilities. Prior to the program start and during the program year, UTEP will provide a series of three training sessions, each with a follow up online support session. Sessions will be

video-recorded and relevant written documentation will be provided. Each training session will have a follow-up online support session.

- (f) Use of grant funds. As fiscal agent, Ysleta ISD will expend grant funds as provided in the Application and award, which shall include providing UTEP compensation not to exceed \$15,000.00 in year 1 for the provision of training outlined above, including staffing by UTEP personnel and all training materials. If training materials are provided by UTEP, copyrights and intellectual property will be recognized. Compensation for additional years will be agreed upon in accordance with renewal applications. UTEP will invoice Ysleta ISD on a monthly basis and Ysleta ISD will reimburse UTEP based on the submitted invoice and district payment processes.
- (g) Steering Committee. Both Parties will provide representatives to serve on the Project Steering Committee, which shall have the duties described in the Application. UTEP will provide at least one representative to serve on the Steering Committee who is a *Makerspace* expert within the College of Education. The Parties agree that their representatives will prioritize attending regular Steering Committee meetings and engaging in communications to monitor program quality and student outcomes, including and beyond the *Makerspace* environments, and to work toward sustainability of the Project activities after the end of the award.
- (h) Recordkeeping and Data Sharing. Ysleta ISD will be responsible for grant-specific data requirements including student demographics, school day data, program data, and student engagement and interest related to those students who are enrolled and attend the 21st CCLC afterschool programs. Ysleta ISD will maintain student and teacher records (e.g., surveys, observations) and center-specific *Makerspace* documentation that will guide activity development and contribute to UTEP's knowledge base. The Parties may share student data among themselves to the extent reasonable and necessary to implement and monitor program activities. No confidential student data will be shared by Ysleta ISD with UTEP or with any third party except in compliance with the Family Educational Rights and Privacy Act (FERPA).

5. **Contact Information.** For purposes of the grant, the point of contact for each party and contact information are as follows:

Ysleta Independent School District

Catherine Kennedy, Ed.D.
Associate Superintendent of Middle Schools
9600 Sims Dr.
El Paso, TX 79925
(915) 434-0067
ckennedy@yisd.net

University of Texas at El Paso

Daniel A. Tillman, Ph.D.
Teacher Education Department
College of Education
201A Education Building
El Paso, TX 79968
(915) 747-8661
datillman@utep.edu

6. **Reservation of rights.** Nothing herein shall be construed to be a waiver of sovereign immunity or similar rights of any of the parties, except to the limited extent required by law to enforce the parties' respective obligations to each other hereunder. No provision of this MOU that imposes an obligation or restriction on any party not permitted by applicable law shall be enforceable. Records relating to the MOU may be subject to disclosure pursuant to the Texas Public Information Act.

7. **Miscellaneous.** Without the prior written consent of all other parties, no party shall have right or power to assign this MOU in whole or in part, or to delegate or sub-contract any duties hereunder in whole or part. **THIS AGREEMENT SHALL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF TEXAS.** This MOU, and every provision thereof, shall be binding upon and shall inure to the benefit of the named parties and their respective successors and permitted assigns. This MOU shall not be binding upon a named party until such party has received any required approval of this MOU by its respective governing body and has executed this MOU. Wherever the context shall require, the singular shall include the plural, and the male gender shall include the female gender and the neuter, and vice versa. No consent or waiver, express or implied, by a party to or for any breach or any provision hereunder by the other party shall be deemed a consent or waiver to or for any other breach of the same provision or any other provision hereunder. This MOU has been jointly prepared by the parties, and no ambiguity shall be construed against any party based on the identity of the author of this MOU. This MOU may be executed in original or facsimile signatures, in multiple counterparts. Any provision, or part thereof, of this MOU held by a court of competent jurisdiction to be invalid or unenforceable shall not impair or invalidate the remainder of this MOU and the effect thereof shall be confined to the provision, or part thereof, so held to be invalid or unenforceable. The headings, captions, and arrangements used in this MOU are for convenience only and shall not affect the interpretation of this MOU.

8. **Supplemental Agreements.** In addition to this MOU, the Award may require or allow the parties to execute additional agreements regarding their duties and responsibilities. Any such written agreement executed after the execution of this MOU (each, a "Supplemental Agreement") shall be considered as a supplement to this MOU and will be construed in conjunction with this MOU.

9. **Reservation of Rights, Immunity and Governmental Function.** The Parties agree that the performance of this MOU is for the purpose of performing governmental functions and that, in all things related to this MOU, parties were performing governmental functions as defined by the Texas Tort Claims Act. Nothing herein or in the performance of this MOU shall be construed as a waiver of sovereign immunity or similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this MOU that imposes an obligation or restriction on Ysleta ISD not permitted by applicable law shall be enforceable. Records relating to the MOU may be subject to disclosure pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code.

10. **Interlocal Cooperation Contract.** This MOU constitutes an “interlocal contract” within the meaning of, and as authorized by, the Texas Interlocal Cooperation Act, Section 791.001 et. seq. of the Texas Government Code. The purpose of this MOU is to provide “governmental functions or services” as therein defined.

11. **Disputes.** If any dispute concerning any fact, interpretation, allowable costs, etc. arise during performance of this Agreement, reasonable efforts shall be made to resolve said dispute(s) through informal discussions between the Parties.

12. **Amendment and Assignment.** Any changes to this Agreement may only be made by mutual written agreement of the parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void, and shall be deemed a material breach of this Agreement.

13. **Mutual Negotiation.** This MOU has been prepared at the joint request, direction, and construction of the Parties, at arms’ length, and shall be construed without favor to any party.

14. **Warranty of Capacity to Execute Contract:** The person signing this MOU on behalf of each party warrants that he/she has the authority to do so and to bind each party to this MOU. The signatories may sign individual signature pages to facilitate the circulation and execution of this MOU.

YSLETA INDEPENDENT SCHOOL DISTRICT

By:  _____
Name: Xavier De La Torre, Ed. D.
Title: Superintendent of Schools

Dr. Xavier De La Torre
cn=Dr. Xavier De La Torre, o=Ysleta Independent
School District, ou=Superintendent of Schools,
email=m.mathewson@yisd.net, c=US
2021.01.19 16:27:44 -07'00'

Date: _____

THE UNIVERSITY OF TEXAS AT EL PASO

Roberto A Osegueda

Digitally signed by Roberto A Osegueda
DN: cn=Roberto A Osegueda, o=The University of
Texas at El Paso, ou=Vice President for Research,
email=osegueda@utep.edu, c=US
Date: 2021.01.19 13:18:40 -0700

By: _____

Date: 1/19/2021

Name: Roberto A. Osegueda, Ph.D.

Title: Vice President for Research

Office of Research and Sponsored Projects



Daniel A. Tillman, Ph.D.
Teacher Education Department
College of Education
The University of Texas at El Paso
201A Education Building
El Paso, TX 79968

January 13, 2021

To Whom It May Concern,

This is a Scope-of-Work for Dr. Daniel A. Tillman on the project discussed in the YISD-UTEP MOU for the 21st CCLC Cycle 11 Grant from TEA. Dr. Tillman with support from his research team (named as "UTEP" in the MOU) are responsible for:

1. Serve as co-leader of the Steering Committee: goal-setting and goal review, element planning, review program evidence (may include items on this list) and contribute members' insight and expertise to the program in periodic meetings.
2. Work with Project Director and Evaluator in development of or provision of the tools that measure rigor, engagement, quality, progress, activity effectiveness and review the findings.
3. UTEP plans and presents makerspace training sessions, 3 per year.
4. Online follow-up for each training: Online follow-up about Makerspace pedagogy for each training will be provided by Dr. Tillman with support from his research team, online follow-up about Makerspace logistics will be provided by the Project Director.
5. Work with Project Director to document training and implementation practices (video, written) for new staff and future replication: The MOU statement "Sessions will be video-recorded and relevant written documentation will be provided." means that written documentation will be produced by Dr. Tillman with support from his research team, and video documentation will be produced by YISD staff with suggestions from Dr. Tillman.
6. Work with Project Director and Evaluator in element quality cross-check tool (tool for 50-word outcomes that will be provided by grant staff).
7. Work with Project Director and Evaluator to review February and June data.

Signed,

A handwritten signature in black ink that reads "Daniel Tillman". The signature is written in a cursive, flowing style.

Daniel A. Tillman, Ph.D.
Associate Professor in Educational Technology
Co-Director, UTEP College of Education Makerspace

The University of Texas at El Paso (UTEP)
datilman@utep.edu / 703-403-0823