



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

Grant period: From 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): []

1. Applicant Information

Name of organization El Paso Independent School District

Campus name Dowell Elementary School CDN 071902 Vendor ID 1746000769 ESC 19 DUNS 079841979

Address 5249 Bastille Ave City El Paso ZIP 79924 Phone 915-231-2560

Primary Contact Daniel F. Vasquez Email dfvasque@episd.org Phone 915-230-2348

Secondary Contact Norma D. Nguyen Email ndnguyen@episd.org Phone 915-230-2347

2. Certification and Incorporation

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

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

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

Authorized Official Name Vincent A. Sheffield Title Int. Superinten Email vasheffi@episd.org

Phone 915-230-2030 Signature [Signature] Date 1/21/2021

Grant Writer Name Daniel F. Vasquez Signature Daniel F. Vasquez Date []

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Before the pandemic shutdown the district in March 2020, discipline referrals from 5 elementary and 2 middle schools were on track to increase from 3,400 in 2018-19 SY to over 3,800 in 2019-20 SY (12% increase).	Culturally responsive and student-focused programming that creates meaningful and positive relationships with mentors and builds character coping mechanisms and interpersonal skills will be provided in afterschool setting.
Campus attendance rates at these 7 schools declined between 2017-18 (95.1%) and 2018-19 (94.8%) SY and trail statewide attendance rates for 2018-19 (95.4%).	Programming will balance enrichment activities with physical activity to leverage the mind-body connection in learning, create life-long learners and movers, and create an environment that draws students to engage in as a daily motivation.
The percentage of students performing at approaches grade level at these 7 schools declined in STAAR Math testing from 2018 (78.0%) to 2019 (75.8%) and STAAR Reading testing from 2018 (74.3%) to 2019 (71.4%).	Programming will offer curriculum-aligned direct tutoring in collaboration with teachers and teacher leaders to offer effective lessons to assist students in comprehension and retention that will aid student performance in the classroom.

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.

To positively impact the trajectories of at-risk students into STEM careers through the establishment of afterschool enrichment centers at northeast area campuses. This will be accomplished by developing 21st Century Learning Centers at 7 northeast area schools to begin at the start of the 2021-2022 SY that provide before and after-school programming that actively recruits and retains at-risk students and provides wraparound support that promotes academic excellence by focusing on character building, physical activity, and academic tutoring and enrichment. This partnership program will engage students to increase attendance, academic performance, and improve behavioral outcomes and address the needs of parents by providing parenting and technology classes, career development opportunities, and literacy and language learning as needed.

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

Pre-launch phase: Recruit and hire central office personnel: Project Director, Family Engagement Specialist, Administrative Staff, and Site Coordinator. Recruit center personnel: teachers, tutors. Attend initial ACE conference and training events. Obtain legal department and Board approvals to execute partner organization contracts and data sharing agreements with partners, evaluation, and ACE program oversight. Collaborate with teachers, tutors, and community partners to develop and establish program curriculum. Create program policies, processes, recruitment packets, and campus schedules. Include presentations on afterschool programming at campus enrollment events. Order program supplies and set up site space. Begin recruitment of students and families via district social media, website, emails, and flyers and via Fort Bliss Family Services Department.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Launch Phase: Enroll initial students and launch afterschool program. Conduct parent meetings and needs assessments. Continue ongoing collaboration with site staff and community partners. Conduct site visits and collect participation, usage, and feedback data.
 Evaluation and data management: contract external evaluator and begin collaboration to develop qualitative and quantitative data methods and tools, disseminate surveys, collect surveys and datapoints.
 Recruit and convene 21st CCLC Community Advisory Council.

Third-Quarter Benchmark

Delivery phase: Conduct ongoing partner organization collaboration.
 Conduct ongoing student attendance, curriculum progress, and resource usage data collection.
 Conduct ongoing data management and evaluation.
 Recruit and enroll parents in Adult Education services and resources: create curriculum schedule at all sites, coordinate or provide activities at sites. Conduct site visits and collect participation, usage, and feedback data.
 Begin communication of program intermediate outcomes (participation, qualitative, and baseline academic data) to stakeholders and district leadership (Cabinet, Board of Trustees, Principals).

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 Project Director and CCLC staff will meet on a weekly basis (or as needed) to maintain day-to-day activities and ensure data collection of Quality Indicators is accurate and timely. Evaluation of the project will be facilitated by the Project Director who will meet on a biweekly basis with their supervisor, Assistant Superintendent of Schools on project progress to ensure that overall impact of the project serves to advance District priorities. In the pre-launch phase, meeting agendas, minutes, attendee lists and strategic plans will be used to document functions held, participants, and outcomes reached. In the launch phase, Project Director will provide recruitment, curriculums, schedules, and evaluation plan for the program. In the delivery phase, Project Director will provide updated curriculums and schedules, and ongoing monitoring of intermediate program progress.

A 21st CCLC Community Advisory Council will be developed to provide project oversight and direction based on progress towards 1) the stated SMART goal of excelling at-risk students, 2) the stated benchmarks above and 3) fidelity to the ACE blueprint timeline throughout the duration of the program. The priority of the council is to review and evaluate performance data to ensure programmatic success and sustainability. The council will be formed by membership from Assistant Superintendent of Schools, campus principals, the Director of Counseling and Advising, Director of Elementary Curriculum & Instruction, Executive Director of Student & Family Empowerment, Fund Development and Partnerships, YWCA Educational Programs Administrator and campus parent liaisons. The Project Director and CCLC staff will report project progress on a monthly basis in the Pre-launch and Launch Phases and quarterly thereafter, unless otherwise directed by the Advisory Council. The council will provide suggestions on program modifications if evaluation indicators demonstrate barriers to programmatic success. Any deviations from the planned indicators of success will follow chain of command to rectify the situation starting from Activity Leaders, Site Coordinators, Family Engagement Specialist, and Project Director and on to Advisory Council. If issue cannot be resolved, Project Director will advise TEA Program Officer to review situation and, if necessary, modify strategic plans.

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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.

El Paso ISD district school leadership, administrators, campus leadership, Fund Development Department, and stakeholders contributed to a district-wide review of data to select optimal sites for the El Paso ISD 21st CCLC. The data included STAAR data, PEIMS data, campus improvement plans and consolidation plans. Upon review of overall campus performance directed attention to 5 elementary (Dowell, Logan, Collins, Travis, and Moye) and 2 middle school campuses (Canyon Hills, Terrace Hills) in the district's northeast side based on low CCMR rates and low participation of these students in STEM offerings at nearby area high schools.

The selection committee's examination of the above mentioned data included subgroup performance along with campus improvement plans highlighted each school's strengths and weaknesses. Non-continuously enrolled students underperformed in reaching achievement goals at Dowell, Moye, Travis, Logan, Canyon Hills and Terrace Hills. ELLs did not reach achievement goals and language proficiency at Collins, Logan, Canyon Hills and Terrace Hills. Economically disadvantaged subgroups need assistance at Moye, Travis (for math only), Logan (for math only), Canyon Hills, and Terrace Hills (for reading). SPED subgroups underperformed at Travis, Logan (for math only), Canyon Hills, and Terrace Hills. Further, Dowell had achievement gaps for non-continuously enrolled students meeting achievement goals in math and reading. Moye did not meet any grade level performance goal except for its SPED subpopulation. Collins met all subgroup grade level performance goals, but ELL subgroup did not meet language proficiency goal. Travis did not meet grade level performance for Hispanic, SPED, and non-continuously enrolled subgroups. ELL and Economically Disadvantaged did not meet grade level performance and ELL did not meet language proficiency.

Next, the selection committee reviewed potential partners for their abilities and experience to address the specific needs of the selected campuses. YWCA was a clear choice for their expertise in providing state-licensed after-school programs and camps and commitment to broadening the STEAM learning ecosystem to the demographics of the El Paso region. Other community partners were discussed and indicated for supplemental programming as well as in-district programs that have demonstrated strong student and community buy-in. YWCA then contributed by reviewing campus selections and contributing input on program design, oversight structure, and budget needs.

The average percent of at-risk students at these schools (66%) is well above the state average (50.5%) and three of the schools were identified with 2019 accountability ratings Additional Targeted Support, Comprehensive Identified, and Comprehensive Progress. The percentage of Economically disadvantaged students ranges from 68 to 94% with an average of 87% while the percentage of minority students ranges from 84 to 98% with an average of 93%. Mobility rates ranged from 17 to 32%, compared to statewide mobility percentage of 15%.

Based on low performance, the underserved groups of ELL, SPED, non-continuously enrolled, and economically disadvantaged students will be the target populations for the ACE program. At each school, the Project Director and program staff will work with teacher leaders and teachers will develop lists of students that would most benefit from the program's additional instruction time. All parents will receive notice of their eligibility and if target numbers are not reached, teachers will reach out to parents to explain the targeted academic approach along with the added enrichment and program amenities. The target numbers of enrollment will be 80 students from each of five elementary schools and 40 students from each of two middle school (total of 480).

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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.

Academically, the selected schools demonstrated the lowest performance on STAAR assessment within the district, showing declines from the 2018 STAAR to 2019 STAAR in Math assessment of 3 to 17 percentage points depending on school and declines on the Reading assessment ranging from 4 to 17 percentage points. A report on afterschool programs nationwide also found participating students improved test scores (http://afterschoolalliance.org/documents/Evaluation_Backgrounder.pdf). In their report on 2019 outcomes, over 59% of YWCA students in El Paso demonstrated an improvement in math grades from the 1st to 3rd 9 weeks and families noted improved performance in school (YWCA 2019 Annual Report).

Student attendance among selected schools decreased from 2017-18 SY (95.1%) to 2018-19 SY (94.8%) and remained below the statewide attendance average of 95.4%. The aforementioned Afterschool Alliance Evaluation report found programs have a positive effect on student daily attendance and reduce truancy. With sedentary behavior among youth at an all-time high, a physical activity component with proven success in student engagement through personal goal setting and growth will be strategically leveraged in to gain student interest encourage attendance. With a positive feedback loop, students may find efficacy in setting and attaining other personal goals alongside their cohort of peers. Best of all, they get to demonstrate their growth to their families and community in a community physical fitness showcase. Complementing physical fitness to create an engaging, challenging atmosphere, the program will include topics in fine arts and financial literacy. These disciplines are designed to pique interest and appeal to students with broad program offerings.

Campus improvement plans indicated that behavioral issues were on the rise and a review of disciplinary actions taken at the schools showed that they were on track to increase by 12% from 2018-19 to 2019-20 SY in the first three quarters of the school year. YWCA's Teen Leadership program uses mentorship and curricula to increase and improve participants' social and cultural competency, financial readiness, college and career readiness, communication skills, and social and life skills. The YWCA also aspires to change students' self-image and to visualize themselves in STEM careers. According to research by AfterschoolAlliance.org, students in afterschool STEM programs gained a deeper understanding of science careers, increased their interest in STEM, developed a personal belief that he or she can do well and succeed in science, and developed perseverance and critical-thinking skills (http://afterschoolalliance.org/documents/CTE_factsheet.pdf).

With aligned academic tutoring to boost comprehension, physical activity components to engage and improve brain function, and character- building curriculum to provide modeling and mentorship, students in the program should demonstrate significant gains in academic, attendance, and behavior. By the end of the five-year grant period, all of these measures should show 5% percentage point improvement increase in state academic tests, 5% decrease in behavior incidents, and a 5% increase in daily attendance compared to their non-participating counterparts. Most importantly, the program will demonstrate an increase in at-risk students that apply and are accepted into STEM-focused programming offered at area high schools such as the Irvin High New Tech STEM school, the Chapin High School STEM Magnet, the Andress High School P-TECH school, and the Transmountain Early College High School.

The program will improve parent engagement through career development opportunities, parenting and technology classes, and language learning opportunities. El Paso ISD and YWCA will collaboratively build upon their wide adult learning offerings for campus parents including ESL, GED, computer and job skills, parenting and others so that they can gain the skills necessary to obtain jobs and become successful employees. Whole family program offerings that encourage and support parental growth will strengthen their students' academic success. These available offerings and resources for parents and families will improve understanding on the value of learning centers and how parents and families can better help their children succeed throughout their academic careers, especially as they prepare to enter STEM programs at Irvin, Chapin, Andress, and Transmountain Early College High Schools.

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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.

The project will be managed by the El Paso ISD Academics and School Leadership Division and the YWCA Educational Program and both entities will work cooperatively and quickly upon grant award to execute terms of agreement, hire program staff by participating on each other's hiring committees, and oversee successful kickoffs at participating campuses. The El Paso ISD Assistant Superintendent will oversee the Project Director who will manage the Family Engagement Specialist and they will work directly with YWCA Educational Program Administrator who oversees the YWCA Site Coordinators. Project Director and Site Coordinators will co-develop appropriate schedules for each school to include: academic support; snack time; enrichment labs including topics in STEAM, literacy and others; health and fitness.

Academic support will be provided by YWCA Activity Leaders, El Paso ISD teachers and UTEP student teachers in the El Paso ISD Teacher Mentoring Program. The tutoring and homework support will align to in-class curriculum and reinforce and support student needs and support each campus' unique community and student academic objectives. This directed tutoring and homework time will address student needs in core content areas. Students of afterschool and summer camps will participate in experiential learning, receive supplemental academic instruction, engage in health and wellness activities, thrive in an environment that encourages critical thinking and creativity, receive meals and snacks that meet USDA standards, and are guided by specially trained staff and tutors. In addition to academic tutoring, students participate in lessons that are age appropriate and designed to cultivate collaborative thinking, social-emotional learning, problem-solving, and teamwork. The STEAM-based curriculum includes engaging math games, engineering projects, and science challenges.

El Paso ISD Food Services will provide USDA-approved Super Snacks to participating students at no cost to the program to help students remain focused during their extra time at school.

Enrichment lab topics will be selected based on community need and interest and will be provided via YWCA, campus teachers, or community organizations as needed. Examples of this include social emotional learning, fine arts programming, drug and violence prevention, physical wellness programs, nutrition and health education, technology or robotics enrichment, and financial literacy. This component drives at improved behavior. For example, teachers at Dowell Elementary currently offer cheerleading, chess, yoga, and choir as afterschool programs as directed by family and students' interests. This campus-run program is invaluable as it serves to engage students and further develop the relationships and trust between teachers and students. The YWCA program has social emotional development content embedded in its program which includes life skills through its Teen Leadership program developed in partnership with El Paso Human Services, Inc. The program focuses on character development, healthy decision making, positive self-esteem and other life skills and includes service-learning opportunities and initiatives in racial justice and leadership.

Attendance will be targeted through a functional fitness program developed and implemented at another El Paso ISD school. The program, called Raise the Bar, challenges students to set and attain their fitness goals and, with healthy competition and support from their peers, often sees student achievement and behavior improve along with it. Student and family support for the program at Ross Middle has helped to expand it from a single humanities-fitness integrated course a few years ago to now offering the course all day supplemented with before- and after-school sessions. The program will be adapted for the afterschool setting and will include a basic lifting rack and weight set for middle school and general fitness game equipment for elementary school. The program culminates in a fitness showcase that invites the community and parents to champion student fitness achievements and participate themselves in challenges. Additional community partners like Young Rembrandts of El Paso, a nationally recognized art program, can provide drawing classes that offer child-friendly and relevant subject matter to spark interest and increase knowledge retention.

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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

El Paso ISD's proposed 21st CCLC ACE Program is a much needed and critical partnership between the District and YWCA designed to provide resources to the northeast region, some of the most troubled neighborhoods in El Paso.

The partners of this program will collaborate to meet ACE objectives and improve student outcomes, attendance, participation and behavior at designated campuses. El Paso ISD will serve as fiscal agent and program lead through the duration of the program. El Paso ISD chose YWCA Paso Del Norte Region as its principal partner because it recognizes the dire need to serve students in the northeast El Paso community. Historically, students and campuses fortunate to have access to after school programming by the YWCA experience higher graduation rates, improved reading and math skills, develop stronger social skills, demonstrate improved classroom behaviors, increase completion of their homework, displayed increased participation in class, and have a reduced absentee rate, all critical needs to be met for El Paso ISD students. Additionally, families and communities are strengthened by YWCA presence in communities. Specifically, parents with children in YWCA after school programs report that these offerings help working parents keep their jobs and provide peace of mind for parents while their children participate in these programs.

Crime rates in northeast El Paso are relatively higher than the rest of the city. According to the El Paso ISD Criminal Report 2018, the proposed campuses are in an area that produces 20% of the city's crime rate. The most commonly reported crimes are assaults, theft and property crimes. Additionally, campuses' discipline referral data reported the most infractions in insubordination, displaying inappropriate conduct, destroying property, assault, and possession of illegal weapons and/or drugs. Canyon Hills and Terrace Hills were at the top of these reports. This, coupled with data provided in the attached needs assessment indicates that students at the selected campuses struggle with a lack of resources that supports academic growth and achievement. El Paso ISD has 4 area high schools in the northeast that offer advanced secondary programs. In 2021-2022 school year, there will be three PTECH, one STEM Magnet and an Early College High School (ECHS) in the region. Statistically, students enrolled in the STEM magnet and the ECHS program come from areas outside of their traditional feeder systems and zip codes. All selected campuses for this initiative, reside within the feeder system and zip code of these two high schools. The implementation of the ACE programs at the designated area campuses should meet the proposed program goals as well as improve opportunities for students in the area to successfully enroll in and excel in the District's advanced secondary programs.

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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.

Taking experience in curriculum and enrichment content to create a new synergistic program is what drives El Paso ISD and YWCA to create this value-added program. El Paso ISD staff have deep understanding of content, community needs and student potential and also bring experience in creating engaging content. With their experience in operating over 40 after school programs and summer camps serving over 2,000 students in the region, the YWCA El Paso del Norte delivers peace of mind to parents knowing that their child is safe and also creates an enriching STEAM environment with diverse programming to keep students engaged. Program staff will ensure content is aligned to TEKS and timing supports the scope and sequence of the classroom, emphasizing areas of content that are identified for more student time with tutoring modules and enrichment activities. The Student and Family Engagement Department, which has led the district-wide Social Emotional Learning initiative for the past six years has been trained and certified in CASEL and offers year-round trainings to teachers and administrators. The department will offer their expertise in selecting and hiring the Project Director and Family Engagement Specialist who will both have experience in social emotional learning. Direction for the program will follow the best-practice intentional design, SAFE: Sequenced, Active, Focused and Explicit. The Sequenced and Explicit aspects will be covered through coordination between ACE Site Coordinators and campus teaching coaches to operationalize the design of enrichment curriculum and data-driven tutoring goals. The plans in turn allow all staff to understand what to expect on a daily basis, how their contributions fit into the larger strategy, and appreciate when milestones are achieved. The structure also positively impacts staff outlook who then pass it to students and families. The Active aspect of the program will be targeted through the use of engaging hands-on learning that allow students a deeper understanding of classroom concepts. It will also be covered by the physical activity component, Raise the Bar, which has shown successful engagement of students and families through the comradery brought about by challenging physical activity. The Focused aspect will be targeted through intentional scheduling that will allow sufficient time to transition and warm up time for activities.

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.

Centers will be housed on campus. At school dismissal time, teachers or Activity Leaders will walk students from their classroom to designated center areas on campus. Parents will sign their children out of the program upon pickup in accordance with YWCA protocols.

Transportation concerns are a top issue for underserved families that desire but are unable to have their children participate in afterschool programs. According to a 2019 Afterschool in America survey, 53% of parents who did not enroll their child in an afterschool program said that there was no safe way for their child to get to and from programs. The El Paso ISD 21st CCLC program will run regular bus routes at the end of the afterschool program for eligible participating students in the regular school year and will provide transportation to and from school and field trip sites during summer camps. Transportation Services will utilize established El Paso ISD transportation policies for departure from campuses. Established transportation routes and dropoff procedures will be followed during this program. El Paso ISD must include transportation in this program given the selected campuses proximity to freeways and busy streets. This, coupled with the district's consolidation plan has created a necessity for El Paso ISD to make available transportation for students who participate in afterschool programming and would normally qualify for district transportation services.

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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.

Recognizing the importance of student participation, all program staff, from activity leaders to Community Advisory Board, will operate all activities on the premise that no program can be tested or demonstrate success without first getting students in the seats every day. The program staff will work to gain parent trust, maintain student interest and perform active outreach to understand participation barriers and create solutions for them.

If awarded, El Paso ISD will issue a press release via all local media outlets. This press release will be collaborative with all partners and include programmatic design, goals and express the value and importance of the program. Additionally, upon award, El Paso ISD will present the program to the Board of Trustees and introduce all partners. This presentation will kick off the community engagement process of public notification.

El Paso ISD will designate specific areas on its website and campus websites that offer the 21st CCLC program with details and information about the program. This will include program highlights and registration information. This will be offered in English and Spanish. Additionally, YWCA will list all campuses on their website and offer information regarding program participation and registration. Prior to the start of the school year, El Paso ISD will host community meetings at each campus to present the program to parents and stakeholders within the community. These meetings will serve as information sessions and offer registration opportunities. El Paso ISD will coordinate with area PTA associations to share program information at meetings and will include information regarding the program on its online newsletter. El Paso ISD will include this program at all open house functions and during parent teacher conferences to provide additional information and opportunities to enroll students. The Assistant Superintendent for Academics will provide updates to the Board of Trustees annually or as requested by the Board.

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.

Seeing the need to improve outcomes in STAAR math scores, the district targeted the 2018-2021 TEA Math Innovation Zone grant to the northeast area of the district and leveraged professional development in data driven instruction and blended learning to improve outcomes in math. As a result, the teachers at MIZ schools have been better able to adapt to the abrupt turn to virtual instruction as a result of COVID. Also recognizing the gap in internet access at home, the district targeted the 2020-2021 TEA Technology Lending grant to the northeast area of the district and as a result, the two middle schools for this program have hotspot devices to offer their students in most need.

At the high school level, the district has an established STEM magnet program at Chapin HS (which is selective enrollment) and the Irvin HS New Tech project-based learning model in STEM, which is not selective based on achievement but has limited enrollment. In addition, Chapin HS, Irvin HS, and Andress HS, are all applying to be designated by TEA as Pathways in Technology Early College High Schools (P-TECH) in Computer Science, Medical Technician, and Teaching (respectively). The P-TECH program offers industry certification and associates degrees targeted to underserved at-risk or economically disadvantaged students.

To measure program success, evaluation efforts will monitor program effects on participating students' precursors (including student interest and confidence, attendance, behavior indicators, state testing) and outcomes in College, Career, and Military Ready (CCMR). The program will also monitor participation in any of the high school enrichment offerings listed above.

Currently, CCMR rates in the district are growing at 40% in 2018 to 43% in 2019. However, there are significantly lower at one of feeder patterns selected for the 21st CCLC: Irvin at 35%, Andress at 58%, Chapin at 47%.

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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.

Program sustainability relies on both a high-quality evaluation and a productive Community Advisory Board. The quality evaluation will demonstrate improved outcomes and calculate return on investment that the El Paso ISD Board of Trustees can communicate to relevant stakeholders. Based on a high quality return on investment, the board may dedicate local funding to continue programmatic operations in its annual budget development.

Through a contract with Workforce Solutions Borderplex (WSB), YWCA El Paso del Norte Region manages the Workforce Solutions Borderplex Child Care Services program in the region. This program offers child care subsidy assistance for qualifying families in the El Paso and surrounding counties in Texas. If awarded, during years 4 and 5 of the 21st Century CLC grant, El Paso ISD and YWCA will facilitate dissemination of information about WSB Child Care Services program. YWCA will coordinate information sessions to help families navigate the WSB CCS eligibility and enrollment process. During year 5 of the project, YWCA will apply for an after school program license regulated by the Texas Health and Human Services. Before the pandemic, YWCA operated 43 state-licensed after school programs throughout El Paso County. YWCA will continue programming at these sites based on quarterly sustainability assessments.

El Paso ISD's Fund Development and Partnership Department, has introduced new and non-traditional working partnerships between El Paso ISD and area non-profit and community-based organizations. Additionally, the foundational efforts of the Superintendent's Office has engaged community stakeholders, service providers, business leaders and non-profits in an active role in school transformation and inclusion in the transformation undert

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

The YWCA does not plan to use volunteers in the administration of this program. El Paso ISD does not anticipate volunteer participation. However, if it should identify an opportunity to do so, all volunteers and volunteer organizations must abide by El Paso ISD policy related to criminal background clearance. All volunteer involvement must align to program objectives and assist in meeting program goals and outcomes.

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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.

The 21st CCLC program will be adaptive to individual schools by being receptive to individual student and family needs to optimize student attendance. This will be achieved through formal and informal outreach to understand student interest, parent interest, and any barriers that may exist that prevent regular attendance. Program staff will kickoff program recruitment at schools by working with teachers to develop a priority list of students to enroll and assist teachers to recruit families by keeping current with family needs, interests and barriers and incorporating this feedback into program development. Staff will also strive to develop relationships with families, emphasizing the role their feedback plays is a backbone to the program's features and structure. Informally, ongoing enrollment and relationship building for each campus will be primarily lead by site coordinators as new students matriculate throughout the school year and parent or student interest and situations evolve and change. Formally, student and parent feedback for 100% of all enrolled throughout the year will be requested in the form of online surveys that will include multiple choice responses with open ended "other" options for questions on program satisfaction, staff feedback, tutoring relevance, enrichment engagement, and barriers to attendance.
SMART Goals include:
By the end of year 1, each elementary school will have 80 students and each middle school will have 40 students attend at least 45 days of programming each fall and spring semester.
At least 65% of students will attend the entire day of programming.
Family engagement events will hold a minimum of 5 functions per year and maintain a minimum of 10 parents per event.

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.

Based on needs assessments, the initial review panel of campus and district leadership determined the optimal campuses for 21st CCLC program. As the plan developed with feedback from the proposed partner, leadership determined that latitude would be built into schedule and budget in order to accommodate each school's needs. This individual approach is deemed the most robust way to target the specific subgroups in helping them attain their academic goals and increase their career potential. Budgets include the core aspects of tutoring, STEM enrichment, and physical activity built in, but additional enrichment and family engagement programming can be added based on student and family interest or need.
The program will strive for balance between the predictability and structure needed to maintain trust with staff and families along with the responsiveness and adaptability that is crucial to keeping student and family interest and the program effective. The key to achieving this balance will be transparency and ongoing parent communication via in-person, virtual conferences, website and communication apps. Program staff will operate transparently, supplying their outputs such as content, participation, and feedback to program evaluators on a regular basis.

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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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text"/>	<input type="text"/>
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Center Operations Schedule

County-district number or vendor ID: 071902

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	071902115	Dowell Elementary, 5249 Bastille Ave, El Paso, TX 79924	0	PK-5	80	10
2	071902128	Logan Elementary, 3200 Ellerthorpe Ave, El Paso, TX 79904	0	PK-5	80	10
3	071902169	H R Moye Elementary, 4825 Alps Dr, El Paso, TX 79904	0	EE-5	80	10
4	071902142	Collins Elementary, 4860 Tropicana Ave, El Paso, TX 79924	0	PK-5	80	10
5	071902143	Travis Elementary, 5000 N Stevens St, El Paso, TX 79930	0	PK-5	80	10
6	071902043	Canyon Hills Middle School, 8930 Eclipse St, El Paso, TX 79904	2	6-8	40	10
7	071902048	Terrace Hills Middle School, 4835 Blossom Ave, El Paso, TX 79924	2	6-8	40	10
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	071902115	Dowell Elementary, 5249 Bastille Ave, El Paso, TX 79924					PK-5	80	10			
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>		N/A										
Fall Term		08/17/21			12/17/21			16				
Spring Term		01/04/22			06/14/22			22				
Summer Term		06/27/22			07/22/22			4				
Total number of weeks:								42				
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			3:30	6:00			3:30	6:00	7:00			6:00
Tuesday			3:30	6:00			3:30	6:00	7:00			6:00
Wednesday			3:30	6:00			3:30	6:00	7:00			6:00
Thursday			3:30	6:00			3:30	6:00	7:00			6:00
Friday			3:30	6:00			3:30	6:00	7:00			6:00
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				55			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A											
Parent/Legal Guardian Activities	ESL, GED, computer and job skills, parenting classes											

Texas ACE							Program Year					
Center Operations Schedule (one per center)							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	071902128	Logan Elementary, 3200 Ellerthorpe Ave, El Paso, TX 79904					PK-5	80	10			
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>		N/A										
Fall Term		08/17/21			12/17/21			16				
Spring Term		01/04/22			06/14/22			22				
Summer Term		06/27/22			07/22/22			4				
Total number of weeks:								42				
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			3:30	6:00			3:30	6:00	7:00			6:00
Tuesday			3:30	6:00			3:30	6:00	7:00			6:00
Wednesday			3:30	6:00			3:30	6:00	7:00			6:00
Thursday			3:30	6:00			3:30	6:00	7:00			6:00
Friday			3:30	6:00			3:30	6:00	7:00			6:00
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				55			
Adjunct Sites, If applicable (site name and full address)		N/A										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		N/A										
Parent/Legal Guardian Activities		ESL, GED, computer and job skills, parenting classes										

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	071902169	H R Moye Elementary, 4825 Alps Dr, El Paso, TX 79904					PK-5	80	10			
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>			N/A									
Fall Term			08/17/21			12/17/21			16			
Spring Term			01/04/22			06/14/22			22			
Summer Term			06/27/22			07/22/22			4			
Total number of weeks:									42			
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			3:30	6:00			3:30	6:00	7:00			6:00
Tuesday			3:30	6:00			3:30	6:00	7:00			6:00
Wednesday			3:30	6:00			3:30	6:00	7:00			6:00
Thursday			3:30	6:00			3:30	6:00	7:00			6:00
Friday			3:30	6:00			3:30	6:00	7:00			6:00
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				55			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A											
Parent/Legal Guardian Activities	ESL, GED, computer and job skills, parenting classes											

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	071902142	Collins Elementary, 4860 Tropicana Ave, El Paso, TX 79924					PK-5	80	10			
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>		N/A										
Fall Term		08/17/21			12/17/21			16				
Spring Term		01/04/22			06/14/22			22				
Summer Term		06/27/22			07/22/22			4				
Total number of weeks:								42				
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			3:30	6:00			3:30	6:00	7:00			6:00
Tuesday			3:30	6:00			3:30	6:00	7:00			6:00
Wednesday			3:30	6:00			3:30	6:00	7:00			6:00
Thursday			3:30	6:00			3:30	6:00	7:00			6:00
Friday			3:30	6:00			3:30	6:00	7:00			6:00
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				55			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A											
Parent/Legal Guardian Activities	ESL, GED, computer and job skills, parenting classes											

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	071902143	Travis Elementary, 5000 N Stevens St, El Paso, TX 79930					PK-5	80	10			
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>		N/A										
Fall Term		08/17/21			12/17/21			16				
Spring Term		01/04/22			06/14/22			22				
Summer Term		06/27/22			07/22/22			4				
Total number of weeks:								42				
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			3:30	6:00			3:30	6:00	7:00			6:00
Tuesday			3:30	6:00			3:30	6:00	7:00			6:00
Wednesday			3:30	6:00			3:30	6:00	7:00			6:00
Thursday			3:30	6:00			3:30	6:00	7:00			6:00
Friday			3:30	6:00			3:30	6:00	7:00			6:00
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				55			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A											
Parent/Legal Guardian Activities	ESL, GED, computer and job skills, parenting classes											

Texas ACE							Program Year					
Center Operations Schedule (one per center)							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	071902043	Canyon Hills Middle School, 8930 Eclipse St, El Paso, TX 79904					6-8	40	10			
Feeder	071902128	Logan Elementary, 3200 Ellerthorpe Ave, El Paso, TX 79904					PK-5					
Feeder	071902169	H R Moye Elementary, 4825 Alps Dr, El Paso, TX 79904					PK-5					
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>			N/A									
Fall Term			08/17/21			12/17/21			16			
Spring Term			01/04/22			06/14/22			22			
Summer Term			06/27/22			07/22/22			4			
Total number of weeks:									42			
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			3:30	6:00			3:30	6:00	7:00			6:00
Tuesday			3:30	6:00			3:30	6:00	7:00			6:00
Wednesday			3:30	6:00			3:30	6:00	7:00			6:00
Thursday			3:30	6:00			3:30	6:00	7:00			6:00
Friday			3:30	6:00			3:30	6:00	7:00			6:00
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				55			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A											
Parent/Legal Guardian Activities	ESL, GED, computer and job skills, parenting classes											

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	071902048	Terrace Hills Middle School, 4835 Blossom Ave, El Paso, TX 79924					6-8	40	10			
Feeder	071902115	Dowell Elementary, 5249 Bastille Ave, El Paso, TX 79924					PK-5					
Feeder	071902142	Collins Elementary, 4860 Tropicana Ave, El Paso, TX 79924					PK-5					
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>			N/A									
Fall Term			08/17/21			12/17/21			16			
Spring Term			01/04/22			06/14/22			22			
Summer Term			06/27/22			07/22/22			4			
Total number of weeks:									42			
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			3:30	6:00			3:30	6:00	7:00			6:00
Tuesday			3:30	6:00			3:30	6:00	7:00			6:00
Wednesday			3:30	6:00			3:30	6:00	7:00			6:00
Thursday			3:30	6:00			3:30	6:00	7:00			6:00
Friday			3:30	6:00			3:30	6:00	7:00			6:00
Saturday												
Sunday												
Total Hours Per Week:	12.5				12.5				55			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A											
Parent/Legal Guardian Activities	ESL, GED, computer and job skills, parenting classes											

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												

January 21, 2021

Mr. Vincent A. Sheffield
Interim Superintendent
El Paso Independent School District
1014 N. Stanton St.
El Paso, TX 79902

YWCA IS ON A MISSION

Dear Mr. Sheffield,

I am writing on behalf of YWCA El Paso del Norte Region to express our support for the 21st Century Community Learning Programs, Texas ACE Cycle 11 grant application to be submitted by El Paso Independent School District (EPISD).

YWCA has been serving the El Paso region for 111 years, and as the largest YWCA in the nation, we touch the lives of over 40,000 individuals annually. As a non-profit organization dedicated to economic empowerment through education, one of the cornerstones of our mission is offering high-quality child development programs through 43 After School Program sites located throughout the El Paso area for children ages 4-12 years. The YWCA After School Programs offer students project-based, age-appropriate activities designed to improve critical thinking, problem solving, and many other leadership skills. After School Students receive homework help, participate in physical, social and emotional development activities and actively engage in STEAM-programming that has been proven to increase academic achievement, and decrease engagement in the high-risk behaviors that are associated with the after school hours between 3:00 to 6:00pm.

We at YWCA recognize how crucial access to education and enrichment programming is to economic mobility for individuals and families. In El Paso, three out of five children live below the poverty line. By increasing funding for after school programming, student/parents with school-age children most in need of support and assistance will not be denied the opportunity to access quality after school enrichment programs. For these children, after school programming may be their primary source of out-of-school time activities and stimulation that enables them to reach their full developmental potential. While for their parents, this not only presents the opportunity to have peace of mind knowing their children are in a safe and familiar space within EPISD schools but provides parents the opportunity to achieve individual success, empowerment, with the potential to alter the economic culture of this region.

We strongly support the El Paso Independent School District in its 21st Century CLC Texas ACE Cycle 11 grant application. Funding from Texas Education Agency, combined with EPISD's commitment to innovation and YWCA's extensive experience in early childhood development and after school programming, will benefit hundreds of students in Northeast El Paso. We appreciate the consideration to subcontract with EPISD to support student access to high quality educational enrichment, newly opened STEM career pathways, and engaging after school programs in the El Paso Region.

Sincerely,



Dr. Sylvia Y. Acosta, PhD

Chief Executive Officer, YWCA El Paso del Norte Region

eliminating racism
empowering women
ywca

El Paso del Norte Region
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