



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): [ ]

1. Applicant Information

Name of organization ALIEF MONTESSORI COMMUNITY SCHOOL

Campus name AMCS CDN 101815 Vendor ID [ ] ESC 4 DUNS [ ]

Address 12013 6TH ST. City HOUSTON ZIP 77072 Phone 281-530-9406

Primary Contact CERLITO SALARDA Email csalarda@aliefmontessori.org Phone 281-530-9406

Secondary Contact DELIA PRESILLAS Email dpresillas@aliefmontessori.org Phone 281-530-9406

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 Delia Presillas Title Superintendent Email dpresillas@aliefmontessori.org

Phone 2815309406 Signature [Signature] Date 01/04/2021

Grant Writer Name Cerlito SalarDA Signature [Signature] Date 01/04/2021

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
Need 1 1/3 of AMCS student population need after school care but could not afford it as they come from low-income families.	Plan 1 Identify funding source or sponsorship for our low-income families to afford after school care while making sure that AMCS has the capacity to offer reasonable pay to its after school staff.
Need 2 75% of AMCS students have parents who both work full-time. The parents are not available to pick up their children at	Plan 2 Continue to provide after school care for students with full time working parents.
Need 3 While AMCS offers an after school program, its program offering is limited to homework help and low-cost arts and craft activities.	Plan 3 Expand offerings to include the development of teacher-sponsored after school clubs in Science, Technology, Engineering, Arts and Math programs such as robotics, chess, theater arts, foreign

**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.

For SY 2021-2022, the goal is to establish at least three teacher-led clubs (robotics, theater arts, and chess) for the first semester of 2021-2022 and add another three clubs (math lab, French and/or Spanish, community gardening and wood working) in the 2nd semester that will be open to 100 students to participate in during after school hours from 3:30 to 6:00 PM daily on Monday through Thursday and from 2-6 PM on Friday.

**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 the end of the first six weeks, at least three teacher-sponsored clubs would have been established.

Each club will develop its own rubrics to measure student participation and progress. The rubrics will include scales of progress from beginner, intermediate and advanced and mastered as well as inspection checklist for evidence of project status and completion

Student attendance will taken daily.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

By the end of the secon third weeks, at least six teacher-sponsored clubs would have been established.

Each club will develop its own rubrics to measure student participation and progress. The rubrics will include scales of progress from beginner, intermediate and advanced and mastered as well as inspection checklist for evidence of project status and completion

Student attendance will taken daily

**Third-Quarter Benchmark**

By the end of the secon fifth weeks, at least six teacher-sponsored clubs would have been established.

Each club will develop its own rubrics to measure student participation and progress. The rubrics will include scales of progress from beginner, intermediate and advanced and mastered as well as inspection checklist for evidence of project status and completion

Student attendance will taken daily

**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.

1. Provide Social-emotional learning strategies will be integrated into curriculum to promote the development of students’ interpersonal skills, responsible decision-making, resilience and perseverance
2. The program will review Survey Data (Student Exit Surveys, Parent Surveys, Staff surveys) with building staff to develop action plans to address identified areas of focus
3. The school will use quick, periodic staff and parent surveys to receive feedback on specific topics related to progress on the STEAM afterschool program
4. Engage parents/families/students/staff in community-building experiences by providing a minimum of two school educational workshops and/or community building events.
5. Engage community groups regarding Goals and programming and expand community partnerships supporting achievement of these goals.
6. Continue to implement annual student/parent/staff building surveys at all levels at least one time each year.

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**8. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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**9. Statutory/Program Requirements**

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

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

a. Need assessment Process

1. AMCS will review definition of STEM, state level objectives, strategies to success, K-12 STEM education models, research-based instructional methods, and high-quality indicators
2. Identify needs and gaps in STEAM program
3. Identify the STEAM model best aligned to the district/school
4. Use the STEAM Program Identification Guide as a reference when planning the school future STEAM program.
5. Complete the Sustainability Assessment Tool Identify appropriate sustainability component assets and/or needs

b. The need assessment result:  
 Our K-8 population is about 175 students, about 135 students have met the “need-based criteria “. The working families benefit the most because the after school program ends at 5:30pm. Most of our working families are able to pick up their children after the program.

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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.

AMCS will encourage all the students to be involved in the school through an extracurricular activities or clubs.  
AMCS will create a non- academic student attendance incentive such as merit badge, social media recognition and certificate of recognition every 6 weeks. All students in the program will have a dedicated mentor/coach.  
AMCS is purposeful and intentional in providing relevance and making connection of what the students are learning in the real world and to their future aspirations and goals.

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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 study made by the Boston Foundation in 2019 regarding the STEM education in Boston's elementary, middle, and high schools.

- They found that the STEM curriculum, supported by specific teacher training, can help all students regardless of background, gender, or learning abilities – learn science and engineering better. As a result, what we see in the classroom are improved attitudes about and interests in engineering which can equip young students with tools they need to feel better prepared for college and careers.

AMCS will be providing STEAM enrichment after school program including:

Robotics

Seaperch Underwater robotics

First Lego League

STEM Challenges

Maker Space

Theater Arts

AMCS will consistently address the need. A survey will be circulated every after 6 weeks regarding what the children in our community need most. Are they lacking STEM awareness, skills for college readiness, or social-emotional development? We will identify an area of need and design program initiatives to help meet that need.

AMCS will find multiple funding sources. The average annual cost of running a high-quality after school. We will be proactive in finding and securing a variety of funding streams in order to sustain program initiatives.

AMCS will build a strong partnerships with other schools, universities, companies, and other community organizations that can serve as additional funding streams for our after school programs. In addition to monetary donations, programs can receive in-kind gifts like fitness equipment, supplies, or computers to continue to serve students.

AMCS will leverage marketing tools and strategies. Marketing our after school program can help spread the word about our offerings while also reinforcing the value of high-quality programs. With tools like our website, social media, an email newsletter or a blog, We can share stories, photos and videos to promote our program initiatives and demonstrate program success.

AMCS will provide extensive training for a qualified and passionate staff. The quality of a program's staff largely impacts the program's effectiveness and success. A well-trained and knowledgeable team that is enthusiastic about their role can also motivate students to learn and engage in your program activities.

AMCS will provide age-appropriate activities and initiatives that inspire, excite and engage kids. The most successful after school programs provide enrichment activities that support the regular school day and help students learn in fun, unconventional ways.

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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

Due to the pandemic, AMCS was not able to find a potential partner.

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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.

The study made by the Boston Foundation in 2019 regarding the STEM education in Boston’s elementary, middle, and high schools.

- They found that the STEM curriculum, supported by specific teacher training, can help all students regardless of background, gender, or learning abilities – learn science and engineering better. As a result, what we see in the classroom are improved attitudes about and interests in engineering which can equip young students with tools they need to feel better prepared for college and careers.

AMCS will be providing STEAM enrichment after school program including:  
Robotics, Seaperch Underwater robotics, First Lego League , STEM Challenges, Maker Space, Theater Arts

AMCS will consistently address the need. A survey will be circulated every after 6 weeks regarding what the children in our community need most. Are they lacking STEM awareness, skills for college readiness, or social-emotional development? We will identify an area of need and design program initiatives to help meet that need.

AMCS will leverage marketing tools and strategies. Marketing our after school program can help spread the word about your offerings while also reinforcing the value of high-quality programs. With tools like our website, social media, an email newsletter or a blog, can share stories, photos and videos to promote our program initiatives and demonstrate program success.

AMCS will provide extensive training for a qualified and passionate staff. The quality of a program’s staff largely impacts the program’s effectiveness and success. A well-trained and knowledgeable team that is enthusiastic about their role can also motivate students to learn and engage in your program 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.

Due to the nature of AMCS , as an open enrollment public charter school, parents are responsible for the transportation of their students .

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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.

AMCS will leverage marketing tools and strategies. Marketing our after school program can help spread the word about our offerings while also reinforcing the value of high-quality programs. With tools like our website, social media, an email newsletter or a blog, we can share stories, photos and videos to promote our program initiatives and demonstrate program success.

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.

Afterschool programs that provide strong STEAM learning experiences are making an impact on participating youth—youth not only become excited and engaged in these fields but develop STEM skills and proficiencies, come to value these fields and their contributions to society, and—significantly—begin to see themselves as potential contributors to the STEM enterprise.

The math achievement gap between low- and high-income students narrows when low-income students attend afterschool programs with greater frequency. Conversely, the less often low-income students participate in afterschool programs, the larger the math achievement gap between them and their higher-income peers. This has significant implications for STEM education, as math proficiency is often the gatekeeper for many STEM fields. - The importance of cross-sector learning and underscores the importance of such experiences and activities outside of the classroom, especially for under-privileged populations (Posner & Vandell, 1999; Bransford et al., 2006; Covay & Carbonaro, 2011).

The AMCS after school program will promote short term and long term achievements.  
Short term – academic achievement in STAAR test and other state or federal assessments.  
Long Term – a learning experience that will significantly contribute to the STEM enterprise.

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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.

AMCS will find multiple funding sources. We will be proactive in finding and securing a variety of funding streams in order to sustain program initiatives.  
AMCS will build a strong partnerships with other schools, universities, companies, and other community organizations that can serve as additional funding streams for our after school programs. In addition to monetary donations, programs can receive in-kind gifts like fitness equipment, supplies, or computers to continue to serve students.

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)

Adult Volunteers – The school will initiate a background check on professional individuals or parents who wish to devote time in helping to flourish the program.  
  
High School Volunteers – The program will provide credit hours towards National Honor Society or volunteer hours.

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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.

- 1. The students will receive daily acknowledgement of their attendance and will use passport to track their attendance.
- 2. Daily check-ins will also be used to offer support. Once the students hit their goals, they will receive incentives.
- 3. At the end of three weeks, students and staff will review the attendance tracker and discuss progress, barriers, etc. (benchmark data).
- 4. Teachers will review attendance with student at the end of each week and will work with families as teams so they can encourage their child's participation.
- 5. The program will implement a Tier 2 outreach intervention and incentive strategy for a group of students who have not been attending regularly.

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.

AMCS will provide extensive training for qualified and passionate staff. The quality of a program's staff largely impacts the program's effectiveness and success. A well-trained and knowledgeable team that is enthusiastic about their role can also motivate students to learn and engage in the program activities.

- 1. AMCS will train a program director, four staff members (STEAM).
- 2. The afterschool program will run from 3:30pm - 5:30pm Monday – Thursday

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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"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.	Program Director	14,400
2.	Staff 1	8640
3.	Staff 2	8640
4.	Staff 3	8640
5.	Staff 4	8640

**Professional and Contracted Services**

6.	Project Lead the Way	25,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Robotics	25,000
12.	STEAM Challenge	25,000
13.	Theater Arts	25,000
14.		

**Other Operating Costs**

15.	Internet and Power	5,000
16.		
17.		

**Capital Outlay**

18.	AMCS	0
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

***You may duplicate this page.***

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 101815

### 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	101815	ALIEF MONTESSORI COMMUNITY SCHOOL	1	K-8	150	30
2						
3						
4						
5						
6						
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	101185	ALIEF MONTESSORI COMMUNITY SCHOOL					K-8	150	30			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/2021			12/17/2021			15				
Spring Term		01/10/2022			5/20/2022			15				
Summer Term		06/13/2022			07/29/2022			8				
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			3:30	5:30			3:30	5:30	9:00	12:00	1:00	4:00
Tuesday			3:30	5:30			3:30	5:30	9:00	12:00	1:00	4:00
Wednesday			3:30	5:30			3:30	5:30	9:00	12:00	1:00	4:00
Thursday			3:30	5:30			3:30	5:30	9:00	12:00	1:00	4:00
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	8				8				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>		ALIEF MONTESSORI COMMUNITY SCHOOL 4203 J ST. HOUSTON TEXAS 77072										
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		FIELDTRIPS										
<b>Parent/Legal Guardian Activities</b>		SKILLS TRAININGS FOR PARENTS										

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<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	101185	ALIEF MONTESSORI COMMUNITY SCHOOL					K-8	150	30				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/16/2021			12/17/2021			15				
Spring Term			01/10/2022			5/20/2022			15				
Summer Term			06/13/2022			07/29/2022			8				
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	3:30	5:30					3:30	5:30	9:00	12:00	1:00	4:00	
Tuesday	3:30	5:30					3:30	5:30	9:00	12:00	1:00	4:00	
Wednesday	3:30	5:30					3:30	5:30	9:00	12:00	1:00	4:00	
Thursday	3:30	5:30					3:30	5:30	9:00	12:00	1:00	4:00	
Friday													
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	8				8				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>		ALIEF MONTESSORI COMMUNITY SCHOOL 4203 J ST. HOUSTON TEXAS 77072											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		FIELDTRIPS											
<b>Parent/Legal Guardian Activities</b>		SKILLS TRAININGS FOR PARENTS											

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													
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													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

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												
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												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

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													
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													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

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													
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													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

<b>Texas ACE</b>							<b>Program Year</b>					
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>					
<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												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<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													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													



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													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

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													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													