



**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](mailto:competitivegrants@tea.texas.gov)

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

**Grant period:** From  to  **Pre-award costs:**

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature   
Date

Grant Writer Name  Signature   
Date

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

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**3. Shared Services Arrangements**

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

Check the box below if applying as fiscal agent.

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

**4. Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
Students are currently failing at an alarming rate due to virtual learning set in place due to Covid-19. Austin ISD reports 25% , while HISD reports 42%. Though CBHF has no statistics on students in CBISD, we expect that it is in the range of 25-55%.	CBISD deeded a closed "surplus" school to the CBHF, which contains approximately fourteen large classrooms, a library, and auditorium. Such a significant space will allow students to engage in after school tutorials in a small group setting or one-on-one in a socially distanced manner. Tutoring, along with a meal shall be provided for two hours after regular classes 2-3 days per week.
Math and Reading have been noted by State statistics to be areas of the most significant deficits.	Tutorials will emphasize these areas of deficit, along with any area in which the student is experiencing learning deficits. Tutor to student interaction will be provided in that distance learning has created a vacuum in the learning arena. However, we will invest in computers and large screen displays to enhance instruction.
Enhancement of learning through summer enrichment programs and activities	A summer enrichment program will be provided to overcome learning deficits lost during the summer and to overcome those which occurred as a result of Covid-19.

**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 develop academic growth and grade improvement through, academic enrichment, accelerated learning, summer learning, and tutoring activities. T support student's achievement in the academic school day program to ensure that state standard are met or reflect a documented student or campus need. Summer enrichment activities will be designed to ensure that learning continues to take place to eradicate the learning deficits which come about by being out of school during the summer. Additionally, learning will take place through summer projects which are enriching, while fun, such as science experiments, theater, music, and art projects.

**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**

A baseline measurement will be taken on each student upon entry into the program. Baseline will be considered as follows: the grade point average in a particular subject or the grades of the student upon entry into the tutorial program. After 6-9 weeks (based upon the school grading cycle), a measure will be taken in the subject of difficulty to note the percentage of improvement or mastery of the subject matter which posed the need for tutoring.

Instructors, tutors, and/or instructional aides will provide instruction after school. Same shall be provided in a small group setting or individually as needed. A 50% improvement rate is expected within the first 9 week period of tutoring.

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

**Second-Quarter Benchmark**

Grade reports, GPA, parent reports of improvement, teacher reports of improvement, and student reports of improvement will be the measures used to evaluate improvement.

After the second 6-9 week period, students should have improved to 75%.

**Third-Quarter Benchmark**

By the end of the grant term, at least 80% will be on track to meet the State's mandated standards in Reading and Math, as measured by internal mechanisms (grading, parent/teacher/student reports), as well as STARR test guidelines.

**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.

Assessments and analysis shall be provided by staff knowledgeable in this area, with benchmarks set in place to eradicate any deficit in performance. Student progress will be monitored weekly and data analyzed to implement interventions to ensure that goals are met. STARR interim assessments will be provided to measure progress. If a student is not progressing or improving, data will be analyzed by academic specialist and STAAR assessment to determine the best strategy to improve instruction.

Students needing remediation or additional help will be addressed. A determination will be made whether the student is not benefitting from tutorials because 1) (s)he can not identify with or connect with the instructor; 2) the subject matter is too difficult for the student 3) learning disabilities or disorders play a role in understanding the information; 4) other nonacademic factors such as health, wellness, finances, or abuse are a factor in learning.

Remediation will include but is not limited to:

- Modification of performance programs, schedules or participation
- Increased hours of tutorial time/days
- Test taking practice
- On line remediation

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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.

Primarily information has been obtained from news reports and newspaper articles regarding statewide failure rates. Additionally:

1. CBHF has obtained information from parents and students in the community which have indicated that their children are not doing well with virtual learning.
2. Parents and grandparents have complained that though they do not wish for their students to return to school. they have had no choice due to their student falling behind in school with virtual learning.
3. A CBHF member is a substitute teacher, and has provided "raw data" information in the form of attendance numbers, and student and teacher reports of student failure rates, due to school closures or absences due to CoVid-19 or virtual learning
4. A number of parents have contacted our organization and asked when tutoring program will be reinstated

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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.

Though Governor Abbott has waived the STAAR testing requirements for this year, it is important to continue to provide practice tests in this area, so that the student does not become lax when the testing requirements are again imposed. Consequently, in addition to assessing and giving instruction to improved GPA and grades, practice tests shall be given in order to maintain student readiness for the time when STAAR tests resume.

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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.

Tutoring- tutoring will target areas of specific weakness or deficits which the student, parent, or teacher denotes as a problem area. Identifying that area and receiving one-on-one assistance from a tutor will improve student academic achievement and overall success.

For each area of deficit identified, the tutor or director will contact the student's teacher to obtain materials and teaching strategies being employed by that teacher, to eradicate confusion regarding the subject matter. For example, in math, the tutor will employ the teaching module currently in use by the district, to avoid confusion in the manner in which answers are derived.

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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

Presuming that the planned partner in the Columbia-Brazoria Independent School District, no partnering agreement has been made at the time of this application. However, the CBHF plans to interface with the elementary school principle in order for her/him to designated persons in need of tutorial services and provide them with our contact information in order to provide services.

As heretofore stated, CBHF intends to notify students in various and sundry other ways to notify them of tutorial services at the time that services begin which will be mid February, 2021.

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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.

Workforce preparation nor postsecondary services will not be the subject of the community based services during this year 2020 and 2021 school year.

Focus shall be on the younger students (grades 2-8) until sufficiently qualified math instructors have been retained and the need assessed for older students. A competent base of tutors, showing themselves sufficiently qualified to teach or tutor older populations, must be exhibited before instruction is provided in that area.

CBHF will apply its best efforts to recruit instructors, teachers, and tutors for the population of students needing tutorial services. Reticence and reluctance to teach has been evidenced by teachers due to Covid-19, consequently, CBHF must target persons who are not afraid to tutor, who have already had CoVid and have developed immunity, or those who have obtained vaccinations already.

Academic performance will be measured by grades and GPA. Data will be compiled to ascertain performance at the time of entry into the program to the time of exit from the program, or in the alternative, at the end of the academic year.

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

The Charlie Brown School has a CBISD designated drop off directly across the street from the school. All students within the district may ride that bus to the school (after clearance with the building principal and parent). Because the site of the Community Learning Center is in a small town, where most children can walk to who are over the age of 11. All students who do not reside in the neighborhood adjacent to the school must be picked up by parents. Children will only be delivered home in the event that a parent does not appear to pick up there student by the end of day.

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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.

CBHF will do so through partnering with the local elementary school to send out flyers to students identified by the school as needing tutoring. Due to FERPA restrictions, the school has failed to provide information directly to this entity regarding students in need of tutorial services.

Additionally, an advertisement shall be run in the local newspaper, showing the offering of tutorial services.

Flyers will be given out to parents and students along bus routes, at the time of embarkation

Students are dropped off near the CBHF school campus after school daily. The marquee at the school shall notify students dropped off in the area of the tutorial services.

Notices shall be placed in laundromats (3) and the local library of the tutorial services.

Finally, information will be disseminated via Facebook and our website.

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.

The CBHF will coordinate or interface with the local school district (CBISD) to increase academic student success. At this time, no such undertaking has occurred since 2011. Individual tutoring efforts have been made outside of partnering with the district.

CBHF believes that partnering with the district shall result in the improvement of grades, learning, retention of information, and test taking skills. Long term effects shall be manifested by overall student self esteem and passing the STAAR test upon reinstatement of the test.

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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.

The CBHF shall ensure the continuation of its programming after funding under this grant ceases by the following:

- 1) Engaging in fund raisers
- 2) Seeking other grant opportunities
- 3) Obtaining more volunteers in order to eliminate some of the paid positions

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)

CBHF intends to use college students and high school students for some of its tutoring, along with retired teachers. Paid positions will be replaced by volunteer positions. CBHF contends that since so many people are unemployed due to Covid-19, return to work after the pandemic dissipates, will result in more volunteer assistance from those avenues. CBHF believes that after one year of successful impact on the students served, more people will be willing to become actively involved. Additionally, the Community Center allows the Little League and other organizations to use the practice fields at the Charlie Brown School. Consequently, a letter of engagement requiring volunteers from these organizations in exchange for free use of the facilities in an exchange of services contract may be a viable alternative for a volunteer base.

All volunteers who are not already members of the CBHF will be screened as follows:

- 1) Criminal background check
- 2) Sex offender registry check, including instances of pedophilia
- 3) For student volunteers, recommendations from teachers, student council, and PAL program
- 4) For math and science, persons showing proficiency in those areas as evidenced by subjects taught (if a teacher), experience, or current employment in related fields

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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.

Past experience in tutoring programs reveal that students tend to leave the program when they experience mastery, grade improvement, conflict with team sport scheduling, and parent pick up. The goal is for the student to experience sufficient success to believe that tutorial services are no longer needed. However, these students will be encouraged to refer other students to utilize the services, after expressing their success therein.

Consequently, for each student which experiences sufficient success to leave, other students experience the need to enroll. Though this phenomena provides a fluid body of students, the numbers remain pretty consistent.

The Summer Enrichment Program has so many additional elements, allowing alternative learning through activity based interaction, there is no expectation of withdrawal. Activities planned are theater, art, music, dance, piano, cooking, science experiments, robotics, debate, etc.

Additionally, it provides an experience in which parents obtain "free baby sitting", therefore, parents will ensure continued summer enrollment

The primary student retention strategy is for staff members to increase investment in the program through relationships built with students and families and by providing engaging enrichment programming that is of high interest to students. Staff members will take an active interest in the experiences of each student. Staff members will strive to build activities into the schedule based on student preferences, including time for indoor and outdoor recreation and enrichment, while continuing to uphold the primary academic goals of the program.

Program staff keep students and families informed about programming and activities through its website, social media, emails, telephone calls, home mailings, and flyers. Parents will be contacted with respect to absences to determine the nature and reasons for same.

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.

CBHF has determined the need for the administration, staffing, and implementation of this tutoring program. Tutors must be obtained, trained, and adhere to a regimen of attendance and preparedness. It is necessary for the director to obtain/maintain this level of adherence from the staff to ensure the success of the students. A co-Director is necessary to ensure that materials are obtained, tutoring plans put in place and that the students are fed.

The items necessary to ensure that this is effectuated is set out in the budget outline below.

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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** *N/A*

- 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	35
2. Enrollment in 21st CCLC of students attending participating private schools	0
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	35
4. Total year 1 proposed grant budget for serving students in all centers	180,820.00
5. Applicant reservation for required staff payroll.	83,400.00
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	97,420.00
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	2783.42
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<b>5566.85</b>

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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.	Director and co-director (40 weeks p/t)	\$30,000.00
2.	Staff- instructors \$10 hr x 20 persons x 6 hrs wk x 32 wks	38,400.00
3.	Staff summer \$10 hr x 20 x 6 hrs x 8 wks	\$9600.00
4.	Director and co director (8 wks summer)	\$6000.00
5.		

**Professional and Contracted Services**

6.	Food services \$3 per meal x 35 students x 48 wks plus food staff	\$15,820.00
7.	Educational consultant	\$2000.00
8.	Assessment consultant	\$2000.00
9.		
10.		

**Supplies and Materials**

11.	Computers/Learning tools	13,500.00
12.	Other materials and supplies	\$5000.00
13.	Copier lease	\$3000.00
14.		

**Other Operating Costs**

15.	Utilities; lights, water	\$9460.00
16.	Advertising; Dissemination of flyers; printing	\$580.00
17.	Insurance	\$2460.00

**Capital Outlay**

18.	Building repair, maintenance, installation of safety devices- plexiglass	43,000.00
19.		
20.		

Direct and indirect administrative costs: 180,820.00

**TOTAL GRANT AWARD REQUESTED: 300,000.00**

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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"/>
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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	N/A	CHARLIE BROWN School 300 W. BERNARD, W. COLUMBIA, TX 77486			1-6	30-40	All/Low Income					
Feeder		(979) 248-4583; (979) 248-7376										
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			4:00	6:00			4:00	6:00	9:00			3:00
Tuesday									9:00			3:00
Wednesday			4:00	6:00			4:00	6:00	9:00			3:00
Thursday			4:00	6:00			4:00	6:00	9:00			3:00
Friday												
Saturday									9:00			4:00
Sunday												
<b>Total Hours Per Week:</b>	6				6				19			
<b>Adjunct Sites, If applicable (site name and full address)</b>	CHARLIE BROWN School 300 W. BERNARD WEST COLUMBIA, TX 77486 This site was part of Columbia Brazoria ISD but was closed by the district & reopened by the CHARLIE BROWN HERITAGE FOUNDATION											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Enrichment Program M-TH 9:00 AM - 3:00 PM Field Trips on Saturdays (twice per month)											
<b>Parent/Legal Guardian Activities</b>	Participation in Drama, Art, & Crafts Activities Supv / Chaperone on field trips											

Because there is only 1 Center, only 2 pages have been completed for 1 site only



## Center Operations Schedule

County-district number or vendor ID: *N/A*

### 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	<i>N/A</i>	<i>CHARLIE BROWN SCHOOL 300 W. BERNARD, WEST COCKERHILL TX 77486 (979) 248-4583</i>	<i>1</i>	<i>1-6</i>	<i># 40-60</i>	<i>Low Income All</i>
2						
3						
4						
5						
6						
7						
8						
9						
10						