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 **08/01/2023** to **07/31/2024**   **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): NA

1. Applicant Information

Name of organization: Fabens Independent Schol District

| Campus name | District Office | CDN | 071903 | Vendor ID | 1746000829 | ESC | 19 | UEI | SGE7WLN |

Address: 821 NE 'G' Avenue   City: Fabens   ZIP: 79838   Phone: 9157652600

Primary Contact: Jesus O. Barba   Email: jbarba@fabensisd.net   Phone: 9157652600

Secondary Contact: April Galaviz   Email: agalaviz@fabensisd.net   Phone: 9157652600

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: Veronica Vijil   Title: Superintendent   Email: vvijil@fabensisd.net

Phone: 9157652600   Signature: Veronica V_____   Date: 1/23/2023

Grant Writer Name: Jesus O. Barba   Signature: Jesus O. Barba   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 NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Needs Assessment Process: The needs assessment process for this grant application includes a school and community needs assessment, assets and opportunities inventory, School District snapshots, School Report Cards, and a local community resource identification. The data indicates by parents for additional support and enrichment programming as well as an urgent community need, such as Drivers Education, academic support and enrichment opportunities not available for the children of Fabens, TX. Economic Need: At Fabens Elementary School, 82.2% of the 611 enrolled children are designated as "at-risk" and 93% are economically disadvantaged. At Johanna O'Donnell Intermediate School, 80.7% of the 259 enrolled children are designated as "at-risk" and 90.3% are economically disadvantaged. At Fabens Middle School, 69% of the 611 enrolled youth are designated as "at-risk" and 93.8% are economically disadvantaged. At Fabens High School, 70.4% of the 633 enrolled teens are designated as "at-risk" and 86.3% are economically disadvantaged. Academic Need: The campus accountability rating for Fabens Elementary School is a "C" with only 31% of Students at Meets Grade-level or Above in Reading and 37% of Students at Meets Grade-level or Above in Mathematics. Although the campus accountability rating for Johanna O'Donnell Intermediate School is an "A", only 45% of Students at Meets Grade-level or above in reading in comparison to the state average of 53%. The students performed better in Math with 49% of Students at Meets Grade-level or Above in Mathematics. The campus accountability rating for Fabens Middle School is a "C" with only 30% of Students at Meets Grade-level or Above in Reading and 22% of Students at Meets Grade-level or Above in Mathematics. The campus accountability rating for Fabens High School is a "B" with only 28% of Students at Meets Grade-level or Above in Reading and 31% of Students at Meets Grade-level or Above in Mathematics. This indicates a significant need for academic support. Enrichment Need: A comprehensive community resource identification survey resulted in very limited, if any, opportunities for children to engage in extra-curricular activities or Out-of-School-Time (OST) Enrichment. As this is a rural community, there are few options for after school, intersession, and summer enrichment. The closest city that offers a variety of enrichment options is El Paso, TX and it is at least 30 miles away. As there are very limited industries in the area, most parents commute to other nearby cities to work. The proposed program will address these needs by providing a safe space for children while their parents return from work in nearby cities, academic support in reading and math via tutorials, and the provision of enrichment opportunities for students and parents. These will be aligned to school district goals and include family interests and student voice/choice. The proposed program will supplement current district initiatives by providing support for additional students that may not be receiving direct services. The target participation numbers provide strategic support to the students most in need at each site ranging from 11%-29% of the school population.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

Need: Academic Support (student test scores from STAAR, GPA, etc). Strategy: Provide homework help, academic enrichment projects, STEAM activities, and tutorials for core subjects after-school and during the summer. Quantifiable measure: Program schedule, STAAR Scores, EOC grades, etc)

Need: Lack of Community Learning Centers, resources and recreational opportunities for Parents and Students, Engagement in learning (demographic data, low-income status, community survey). Strategy: Provide Community Learning Centers at schools where parents, students, and families can engage in meaningful learning, enrichment, and personal growth experiences and opportunities. Quantifiable measure: Program calendar and schedule, parent events, participant attendance data, etc

Need: Enrichment opportunities, attendance, and safety for at-risk students during non-school hours (latchkey children, lack of recreational opportunities, etc). Strategy: Provide a safe place for students to be while parents are at work and provide recreational enrichment opportunities that are not available in the community. Quantifiable measure: Program Schedule, Participant attendance data, Student Survey results, etc.

Pre-Launch Phase: Meet with key stakeholders to plan the launch of the program to include initial activity offerings and schedule for parent and student activities based on the needs assessment. Use academic performance, attendance, behavior, and referral data to recruit and pre-register program participants. Provide parent and student interest surveys. Hire leadership team, key staff, and identify effective school-day teachers interested in providing additional support after school. Create resource list, wish list, and material/supply order list according to activity offerings. Provide initial training to all staff, identify and design the learning spaces for the program, and provide a program orientation for parents and their children.

Launch Phase: Deploy program focusing on maximizing student safety, customer service to parents, and providing fun and interactive activities for children while promoting the program expectations, procedures, and routines for optimal classroom and behavior management. Provide an open house for parents and an opportunity for them to meet program staff.

Impact Phase: Increase enrollment through creative recruitment using student and parent satisfaction stories, promoting enrichment activities that rank highest in student interest, and providing a safe and relaxing community space for students and their families to bond and engage in activities together. Continue to provide quarterly training to program staff regarding best practices. Classroom management techniques, intentional lesson planning, etc. Begin providing targeted academic remediation through hands-on activities and other research based practices to maximize student learning and enjoyment

The SMART Goal will be divided into 10 benchmarks that will include the pre-launch phase, 8 semester end milestones, and the final close out.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

Program Performance Data, benchmark, and additional metrics will be collected using quantitative and qualitative means. This data will be used to identify areas of growth, any challenges, and opportunities that may result in changes or modifications to the program. It will also provide progress reports to key stakeholders and inform decision making at a programmatic level. The Texas Continuous Improvement Framework will be used to identify the key data points that produce the greatest impact in regard to programming as well as to guide the expected outcome measures and sustainability plan. Focusing on the critical success factors (CSF) and how they relate to and impact the success of the program and the attainment of the SMART goals is the first step. These include teacher quality, school climate, leadership effectiveness, and use of quality data to drive instruction among others. If progress toward the SMART goal is not being made, then the advisory committee will revisit the CSF and verify that all factors are being addressed and the proficiency level of each. If a factor is identified as needing additional support. These can be in the form of additional resources, refining the vision, promoting community-wide ownership and accountability, and modifying processes and procedures when necessary. Repeating this process every semester and year will allow for continuous improvement, accelerated achievement, and sustainability. Example: SMART Goal 1 states that by the completion of the grant cycle, 60% of all program participants will achieve "meets grade level" or above. Focus will be placed in ensuring that critical success factors and initial support systems are in plaAt the end of the first semester, data will be gathered and analyzed in line with the milestone and the overall SMART Goal. The advisory committee will then identify resources and support that can be invested in strengthening community ties, engaging families by providing additional opportunities.

7. 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 applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.

☒ 2. 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.

☒ 3. 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.

☒ 4. 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.

☒ 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.

☒ 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, 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.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

Collaboration with district and campus level instructional teams will allow for vertical alignment of the program. The program will align with the current scope and sequence, year at a glance (YAG) and pacing guides. We have also been working with the Resilient Schools Support Program to truly have teachers internalize research based instructional material being utilized in all four campuses. Program staff will meet with the instructional teams at least twice per school year to report progress and alignmnet. During the academic assistance portion (1-1.5 hours) participants will be chaperoned by qualified program staff to corresponding grade level classrooms where they will complete SEL lessons, eat a healthy snack, and begin their homework. Program staff will closely monitor activities, provide assistance/guidance and will be trained on District Initiatives and Guarantees. Cooperative groping strategies will be utilized so that all students are able to help their peers and assist then in their communication skills. District personnel to include certified teachers will be recruited by offerring competitive pay as well as appropriate professional development.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use 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 program will provide a variety of opportunities to engage in meaningful learning experiences to include blended learning, project based learning, service learning, collaborative group work, inquiry based learning, interactive instruction, as well as independent study. Physical and virtual learning opportunities will be available. Youth leadership and service learning will be in the form of random acts of kindness (RAKS) for the community, mentor-ship programs, and a partnership program. Program participants will also receive weekly SEL support via literacy activities lead by qualified staff. This will ensure that students have their basic need for physical/emotional safety met as per an expansion of Maslow's Hierarchy of needs (Maslow 1943). In addition, staff will be trained on Harry Wong ' s classroom management techniques that will maximize student learning time and minimize behavior incidents thereby contributing to a healthy classroom environment. Lessons will include KWL charts (Ogle 1986), scaffolding, concept mapping (Joseph D. Novak), setting goals and objectives (Lipset & Wilson 1993), higher level questioning (Redfield & Rousseau 1981), and reflection/response notebooks. These strategies will not only reinforce the content being taught but also provide a learning process that students can utilize in future learning experiences. These cognitive strategies will assist students in secondary, post-secondary, workforce preparation and may be used throughout life. For Middle and High School students, supplements to current Career and Technology Education (CATE) initiatives to expand the access students within our community have due to its remote location. Work based learning would be a possibility as well as accessibility to resources that are not available within the community. Students would have more options and exposure to more opportunities would be much more available. Access to things such as Driver's Education, which would be one of the main programs for our high school students.

3. 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 community proposed to be served by the grant is a rural but relatively small community and bus transportation to and from school is available for all students. During the school year students will report directly to the program accompanied by a qualified staff member immediately after school. At the conclusion of the program, a bus will be provided to transport students who need safe transportation to and from school. A bus roster will be completed on every trip to ensure maximum student safety and adequate tracking (if necessary). With parent approval, students who walk home will be able to check themselves out of the program and make their way home. During the Fall daylight savings time, students who walk or take the bus will be released from the program 30 minutes to ensure their safety. Parents/guardians are able to pick up their children from the center at any time with proper identification and authorization as stated in the student registration information. In the event of educational field trips to local universities, historical landmarks, museums, etc. bus transportation will be provided to and from the proposed location. All safety procedures mentioned above will be followed to include check-in and check-out of the bus.

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8. Statutory/Program Requirements (Cont.)

4. 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. Describe the applicant's plan to inform the community about the center and participating in the program.

Information will be disseminated in a variety of ways to include digital notices (website, e-mail, group apps, etc). Additionally, print media will consist of fliers, informational brochures, and posters by school site. All digital and print communication will be in English and Spanish to accommodate the needs of the ESL population in the community. Program notices may also be provided via school newsletters, bulletin boards, and marquees. All communication will include approved Texas ACE branding as required and will provide contact info for the program representative at each school site. The program representatives will provide information about participating in the program as well as application forms to be reviewed for acceptance. Additional information, including background check referrals, will be provided for interested volunteers, community presenters, collaborators, and community members. Each site will provide a monthly program newsletter with updates, important dates, and information about course offerings and parent events.

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

Volunteers are a necessary component to the program sustainability plan. The program will recruit and assign volunteers in three capacities. Volunteers may be school volunteers, which will assist with program implementation, community volunteers, which will assist in presentations and logistics, and specialized volunteers, which will provide unique presentations and activities for students. School volunteers can be parents or family members of enrolled students who have a vested interest in program activities. A protocol will be in place so that a family member is not assigned to their child or siblings class. Community volunteers can be University students looking to complete observation or volunteer hours as well as individuals looking for community service opportunities. Specialized volunteers are individuals with unique skills, talents, abilities and careers that can provide novel learning experiences for students. These can include First Responders, military veterans, entrepreneurs, athletes, etc. The district volunteer screening process will be employed to maximize student safety. Background check clearance and close monitoring by program Administration will further ensure safety

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8. Statutory/Program Requirements (Cont.)

6. 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 and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

The program will partner with the district instruction personnel, school administration, counselors and instructional facilitators in order to maximize all componenets of the program. There will also be a focus on providing information for parents to assist their child and partner with district and program efforts. Communities in schools is available at every campus and that specific partnership will play an integral role in the success of the program and positive effect it will have on kids. The partnership with the nutritional service department and USDA will provide nutritional snacks for program students. Also, the program will make use of current initiatives provided by TEA like Texas Home Learning, innovation zones, field trips, enrichment and accelerated instruction.

7. 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 sustainability plan will be monitored by a Campus Improvement Team (CIT) which will ensure adequate progress towards the end goal. During the five-year grant cycle, reusable resources will be purchased with grant funds that will not only be used by students during the grant life cycle but will also be available upon its conclusion. These include technology devices, robotic kits, STEM Kits, educational learning kits, etc. The resources and curriculum will be available for use by volunteers from the community who have been recruited during the grant cycle. The plan will aim at sustaining the portions of the program that provide the most significant impact for students and their families according to surveys conducted throughout the cycle. The SMART Goal for the minimum sustainability results is as follows: By the conclusion of the grant cycle, the most beneficial program component, according to data, will be sustained through the use of resources, curriculum, and volunteers secured during the grant cycle and will serve at least 50% of the original regular student target. All additional components will be sustained by additional federal and state grants, community /county funds (when available), and fee-based options (Free for most children 4-12 years old through Texas Workforce Commission Child Care Services Scholarships). s

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. 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

A sustainable partnership with organization will provide a high-quality research-based and aligned year-long STEAM curriculum at all sites will be necessary. All lessons and activities will provide opportunities to learn about science, technology, engineering, art, and math concepts through hands-on activities and projects. In addition, the scope of work that will be a primary focus will be that which focuses on Science, Technology, Engineering, Arts and Mathematics. Partnerships with personnel that will increase skill/ability levels of program staff will also be a major focus. Summer Programs will also have the same focus - STEAM in real life. SMART Goals of improving academic performance and engagement in learning will be part of the planning and implementation. Partners will also be asked to participate in important meetings such as the Campus Improvement Team, Capacity Development Process, and state monitoring/evaluation meetings. Partners will assist in sustainability planning.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
   a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
   b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

Program Priorty 1
Students who do not perform satisfactorily on a TEA approved screeners in grades PK-2 as well as the STAAR assessment in grades 3-8 or EOC will be the priority in regards to recruiment. Supplemental accelerated instruction is determined based on the needs of the students involved in the program. TEKS-aligned instruction for the applicable grade level and subject area will be used for acceleration and enrichment purposes.

Fabens ISD currently works on the following TEA Initiatives:
District of Innovation
Resilient Schools Support Program (RSSP)
Early College High School (ECHS)
P-TECH

The 21st Century Program will align its efforts with the existing initiatives as follows: The afterschool program will provide additional tutoring support for the ECHS students to ensure their success and completion rates. In collaboration with community partners, the proposed program will support the processes of the RSSP in order to plan more rigorous lessons that are targeted based on performance data and observations provided by the after school program. Support for P-TECH initiatives will be provided after school in the form of enrichment extensions and activities that align with the P-TECH goals. Other components that will be added after school will focus on havign extended library hours. computer lab hours, drop out recovery, drivers education to increase safety and other options that are not easily accessible for students within the community.

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9. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

10. PNP Equitable Services

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

( ) Yes (•) No

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

Are any private nonprofit schools participating in the grant?

( ) Yes ( ) No

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

Assurances

- [ ] The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

- [ ] The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

- [ ] The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

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

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11. 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 Administration (Director, Program Specialist, Coordinators) Includes Fringe/Benefits	$319,516
2.	Front-line Staff (Tutors, Activity Leaders, etc) Includes Fringe/Benefits	$241,200
3.	Extra Duty Teachers (extended service by teacher staff)	$25,000
4.		
5.		

Professional and Contracted Services

6.	Curriculum, Resources, and Program Support (Full Access)	$75,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Program Supplies	$30,000
12.	Program Technology	$12,000
13.	Program Administration Supplies (Consumables)	$5,000
14.	Program Administration Technology (Year 1 only: Laptops, Printers, Radios,etc)	$12,000

Other Operating Costs

15.	Transportation (Bus)	$8,000
16.	Travel (In-state conferences and mandatoryTEA meetings)	$15,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	$37,284
TOTAL GRANT AWARD REQUESTED:	$780,000

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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 emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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**

▼	
▼	
▼	
▼	
▼	

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