



**2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 12, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

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 to **Pre-award costs:** permitted for this grant

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 UEI

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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 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.

The 10 elementary schools selected to serve as Community Learning Centers (CLCs) are Title 1 campuses. The 425 students that we are prepared to serve come from communities that are high needs, low income and have high percentages of economically disadvantaged. Though there are more than 10 Title 1 listed by TEA for this district, we prioritized and selected those with greater needs based on data provided by the district's departments of Performance and Planning and Accountability and Assessments. We used statistics compiled by the afterschool program Kids Involvement Network (KIN) operating at each of the 10 proposed CLCs and reviewed individual student academic records, as well as STAAR test scores and discipline records for each student enrolled in KIN at the top 10 high needs campuses selected for this program.

Additionally, we sought feedback from the campuses' leadership regarding the academic needs of their students; that feed back helped design this proposal. Each of the 10 proposed CLCs are on campuses that have 80% or more economically disadvantage students and collectively have an average 58.4% at risk-student populations. The 10 campuses have accountability ratings of B or lower, and their STAAR test scores are under 50%.

The proposed program is designed to offer high needs students enrichment activities, homework assistance, tutoring and non-traditional learning activities. The afterschool program will be offered from the time that school is dismissed until at least 6 p.m. This schedule will be maintained during early-release dates and intermissions to accomodate the needs of working families. The afterschool program is designed to incorporate school-day curriculum requested by teachers which will greatly enhance school-day teaching objectives through different approaches. We expect our efforts will increase test scores, attendance, character development and overall campus performance. The CLC afterschool program and family engagement activities will be free.

The targeted participation numbers for students and adult family members were based on input from the leadership of the campuses selected for this program as well as the number of students and families currently participating in the afterschool programs at the selected campuses. The top 10 most in-need Title 1 elementary schools revealed desperate attention for support and improvement. A chief component of this proposal is family engagement. The American Psychological Association and research conducted by the Johns Hopkins University School of Education reveal that a proven predictor of student success is family engagement. Children of parents engaged with their child's school earn higher test scores and require less redirection.

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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.

Pre-program academic data and parent surveys will determine what we must improve and how we can better assist each student and families. Mid-program data and surveys will determine our progress and adjust strategies, lessons, and activities to ensure we produce success. Post-program data will determine our successes. Our program seeks to increase science, reading, and math scores to 90% Grade Level or Above for all targeted campuses as well as an increase parental engagement. The following are SMART Goals that we seek to pursue:

Improve Academic Performance in Reading: We will have at least a 20% increase in students "Meeting Grade Level or Above" in STAAR testing by December 2023 testing and an additional 20% by April 2024 testing. The CLCs will improve literacy performance by offering small learning groups, individual tutoring as well as offering reading and literacy programs. Additionally, we will offer "Tutor Tuesdays" and assign monthly reading requirements based on grade level and input from the campus educators. Improvement is measured through bi-weekly evaluations of reading levels, comprehension tests, increasing book difficulty, and documenting findings of students that may have special requirements and relaying those findings to parents and campuses.

Improve mathematics: We will have at least a 25% increase in students "Meeting Grade Level or Above" in STAAR testing by December 2023 and an additional 20% by April 2024 testing. The centers will improve math performance by offering small learning groups, crafting STEM Challenge enrichment activities, offering "Tutor Tuesdays", and develop our curriculum to incorporate enhanced and non-traditional math-related activities such as utilizing building blocks and games. We will measure improvement through bi-weekly evaluations of math through comprehension quizzes, ensure aligned school-day lesson plan sequence with students' capabilities, and documenting findings of students that may have special requirements and relaying those findings to parents and campuses.

Improve school-day attendance: The centers will reduce the "Chronically Absent" by 10% by providing exciting, enrichment activities that students can anticipate and emphasize to parents/guardians during family engagement the importance of attendance. Improvement is measured by extracting student data records from the 10 campuses on a weekly bases, and extracting our attendance data records provided by our software database.

Increase family engagement: We seek 50% attendance of parents/guardians at monthly program events by the end of academic year 2023-2024. Improvement will be measured by an increase in responses to our communications and increase in monthly event attendance.

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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.

Each CLC Project Coordinator as well as the Project Director, Project Specialist and campus leadership will use evaluation data for program improvement. We will use data to review program progress for each student during the course of the program as well as the progress of each of the 10 CLCs. Over the course of the year, the team will meet each quarter to determine whether expected outcomes are being achieved. Additionally, the CLC teams will conduct reviews of incoming students at the beginning of the school year and at the end to challenges and eventual success. If the benchmarks or summative SMART goals do not show progress, we will evaluate and consider different methods to increase test scores utilizing the state and local evaluations on the Texas Education Agency website. We will assess TEA-required outcomes and findings to determine specific subjects that need improvement. We will reach out to community partners to seek additional support for the subjects that need improvement. Our curriculum for these programs will be based on consultation with TEA's education specialist. This will help ensure we provide quality instruction that not only meets the standards of the grant requirements but also the needs of the students and the community. Action plans will be created for continuous improvement. We also will track attendance closely to ensure grant requirements and active participation goals are being met. Attendance will be tracked by utilizing the Data Collection and Reporting Systems through software called Eleyo. Eleyo provides us with a live report of parent engagement and daily participation. Gathering this data will help us develop a business plan to ensure that all campuses are aligned with a defined vision, goals, and strategies. We will routinely request data records from our district performance and planning departments for scoring purposes.

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.

Our CLCs will use evidence-based practices to ensure program activities address student needs and ensure academic success. The Program Director and each Site Coordinator will review, evaluate and determine how to design a support system unique to each of the 10 CLCs. Each campus and community have different needs, therefore, the support systems will look different at each site. However, each student will be evaluated for strengths and challenges, site and campus educators will be determine whether one-on-one or group tutoring would be more beneficial to each child. Tutoring classes will be implemented for qualifying students based on the school-day curriculum submitted by campus teachers for that child. Campus educators will inform CLC staff the areas that need improvement per individual child. In order to target academic support, we will conduct activities that include an hour of homework assistance, reading time, TEKS/STAAR prep, and learning groups. Additionally, student interest-based enrichment activities will include but are not limited to STEM, cooking classes, art classes (Art Starz), chess, science experiments (Mad Science), chick hatching agriculture class through Texas A&M University, and youth sports. Family engagement will be enhanced by providing families with monthly newsletters, monthly family engagement nights, and daily communication between staff and parents. The Program Director, the site Coordinators and the Family Specialist, will focus on academic support, student interest-based enrichments, and family engagement throughout the grant period and are expected to customize academic support, student interested-based enrichment and family engagement to the needs of each of the 10 communities.

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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 success of each of the 10 CLCs will be based on the strong connections between the CLC staff and the campus educators. Both staff must collaborate in both sharing information, curriculum and insight on each student enrolled at a CLC afterschool program. Both teams will collaborate to ensure students master TEKS and STAAR skills and concepts. Additionally, studies indicate that parental involvement in a child's education has an impact on a child's academic success. Creating opportunities for family engagement will be a dominate in this program. Also, the designated staff for the CLCs will attend the Out of School Time Initiative Conference to gather information and resources from other successful programs for potential adapation and implementation at our centers. Our Site Coordinators will conduct weekly meetings to retrieve, organize, and evaluate data from the previous week to ensure our practices and outcomes are aligned with our goals and expectations. Data will include student records, attendance, and school performance. The Program Director will seek additional partnership opportunities in the community to provide various options for curriculum enrichment.

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 Learning Centers will serve the students of the campuses and neighborhoods in which they are located and therefore program-related transportation is not necessary. During the Fall and Spring semester, students will arrive at the schools in the morning for regular school hours by either a school bus or brought to campus by a guardian or parent. At the school dismissal bell, students will be escorted to the campus area designated for the Community Learning Center program. Once dismissed from the program at the end of the day, students participating in the program will be picked up by an authorized guardian cleared through our software system.

During non-scheduled school days such as Fall Break, Winter Break, and Spring Break, students will attend "Kids' Camp." Parents of children enrolled in the Community Learning Centers will drop off their student(s) at their home campus. A district school bus driver will transport the students to "Kids Camp." Once students have completed their day at "Kids' Camp", Site Coordinators will assemble students by campus and utilize our software system to list them as "In-Transit". Our bus drivers will drop off students at their home campuses. The Site Coordinator and Site Staff at a child's home campus will utilize our software system to re-confirm attendance. Authorized parents/guardians will pick up their children from the home campus. A system and release form will be in place for parents that decide to pick up their child from the "Kids Camp" central location.

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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.

The district will use the platform called Blackboard to inform parents of the learning centers, locations and the benefit to themselves and their children. Each district parent has access to Blackboard through an internet connection. Blackboard messages can be scheduled and programmed to be sent directly to select and qualifying families through email, text, and phone calls. This will ensure proper, consistent and timely communication with applicable families. Parents without internet connection will receive information through other channels. The Family Engagement Specialist at each campus will send home notes with each student in English and Spanish, re-emphasizing the Blackboard messages. The Family Engagement Specialist will also host community events to spread awareness and distribute informational flyers. Family engagement nights will be scheduled prior to the program's launch in order to encourage the community to participate and inform them of what these programs have to offer. Additionally, North East Independent School District will publicize this service through the district home page and district Facebook page to increase exposure.

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)

The district will screen and approve volunteers, employees or qualified older students who have passed our fingerprinting and background check process. All qualified individuals who volunteer must go through training and be certified to work in the afterschool programs. The Community Education Department has previously partnered with high school National Honor Society organizations and the Academy of Learning in Retirement (ALIR) program. ALIR is comprised by veteran and retired individuals with an interest in helping children. The use of high school honor students and ALIR adults reinforce the sense of community and providing positive role models and leaders to our at-risk students. Both employees and volunteers are fingerprinted and screened to work in any position in the district, regardless of that position having student contact.

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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 10 CLC sites will be located on public school campuses that meet ADA requirements for children and adults. Students enrolled in CLC will utilize classrooms, libraries and computer technology, gyms and other public school facilities at no charge to participants. Therefore, state and local funds will be utilized during the course of this grant. Additionally, the CLC sites are at 10 campuses that receive Title 1 federal funding. Plus, this program will seek to coordinate with district departments and other entities that receive federal, state and local funds. For instance, the Texas Agrilife Extension Partnership is federally funded. The services provided by AgriLife offered by Texas A&M are state funded. The district's Performance and Planning Department is funded through a combination of state and local funds. The coordination of federal, state and local-funding sites and resources during the school year and the summer will enhance services to low income students and families participating in the CLC program.

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.

We envision the Community Learning Centers serving as a critical resource for working families and students at economically disadvantaged campuses. Throughout the grant period, administration will work simultaneously on actively searching and applying to other available grants. We will utilize our quarterly benchmarks, end-of-year results, and feedback to implement proven strategies at other campuses. We anticipate these results to be a drastic and noticeable improvement, potentially securing district funding to continue our program of local revenue allows.

Nevertheless, we will continue to provide economically disadvantaged campuses with an inexpensive Annual Participation program. The Annual Participation program offers an after-school program on campus at a significant discounted rate. The Annual Participation program offers an after-school program on campuses that offers homework assistance, curriculum-based activities, enrichment and outdoor activities, sponsored events and an after-school nutritional snack.

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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

Throughout our Adult and Community Education Department, we have developed partnerships with several entities in our community. This includes non-profits, local businesses and local colleges. Our partnerships offers resources, staffing and support with on-going programs. Our partnerships include the North East Educational Foundation, the University of Texas at San Antonio, Texas A&M University and a variety of local after-school enrichment businesses.

We are partnered with several local vendors to provide after-school enrichment activities. These programs focus on subjects covered in state-testing in a fun, collaborative setting that includes personal and character development activities. Cross-curricula activities will include, but are not be limited to 1) STEM-focused academic enrichment activities such as Robotics, Beginner Coding, Engineer Projects using Legos offered through Play-Well TEKnologies and Snapology; 2) reading and literacy groups to reinforce comprehension and interpretation evaluated by state test offered through Brainiac; 3) character education utilizes the KIN-developed program, in addition to Social Emotional Learning resources; 4) Theatre Arts offered through Drama Kids; 5) Multi-Sports offered through TX Youth Sports; 6) Cooking & Baking offered through CookLearnGrow.

While these after-school activities have been offered to targeted-campus previously, most programs resulted in cancellation due to the low amount of enrollments. Statistical enrollment data determines that most economically disadvantaged campuses have less than 5 students total registering for these activities in comparison to other campuses that average 15 students. Incorporating these paid enrichment activities at no charge into our after-school program will provide students the opportunity for exciting, non-traditional learning experiences.

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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.
- 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.
 - If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

The North East Community Learning Centers will bridge the gap between our program and families who may not have had the opportunity, resources, or accessibility to participate previously in our after-school program. An important aspect of a successful program is to ensure that our program activities are aligning with students' school-day curriculum. By receiving insight from their day-to-day classroom teachers, we can tailor our activities to provide supporting instruction. A constant goal between the campuses and the proposed CLCs is to ensure that we create programs that complement and enhance each other rather than duplicate school day curriculum.

Principals from each of the 10 participating schools have committed to working collaboratively with the the CLCs located on their campuses. Throughout the grant period, the CLC site coordinators will develop relationships with the school-day teachers of the targeted students by establishing regular meetings and communications throughout the school year.

CLC leadership will collaborate with campus instructors to craft a rubric or template to design each program activity to focus on TEKS-based lesson plans and learning objectives. Pre and post-testing surveys will evaluate a student's understanding of topics and activities.

Additionally, the district will issue each participating student a sequence of learning expectations for each semester. CLCs will utilize these expectations and earmark resources to develop timelines, improve after-school curriculum, and enhance school-day classroom participation.

With each quarterly benchmark results, CLC leadership will analyze and compare the data to each campus. Collaborated and individual data from the campus and benchmarks will provide opportunities for discussion between all stakeholders and NECLCs staff.

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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 Salares	884,089
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Instructional Tutoring Services	93,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Technology - Laptops New Hires	4,000
12.	Consumables	5,000
13.		
14.		

Other Operating Costs

15.	Employee Local Travel	5,000
16.	Indirect Cost	28,911
17.		

Capital Outlay

18.		
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 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
<input type="text"/>	
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