Texas Education Agency

2019-2020 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 5:00 p.m. CT, January 17, 2020

NOGA ID

Authorizing legislation: **GAA, HB 1, Article IX, Section 18.114(c)(v)**

This LOI application may be submitted via email to **loiapplications@tea.texas.gov.**

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by
5:00 p.m. CT, January 17, 2020, regardless of whether it is emailed, mailed, or hand-delivered.

Application stamp-in date and time

1/13/20

Grant period from: **May 1, 2020 to August 31, 2020**

Pre-award costs permitted from: **Award Announcement Date**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. OPTIONAL: Letters of support from partner districts (Focus Area 1 applicants) or letters of support from partner employers (Focus Area 2 applicants)

Amendment Number

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

Applicant Information

Organization: Holliday ISD | CDN: 005-902 | Campus: High School | ESC: 9 | DUNS: 052216421

Address: 751 College Ave | City: Holliday | ZIP: 76366 | Vendor ID: N/A

Primary Contact: Kevin Dyes | Email: kevin.dyes@hollidayisd.net | Phone: 940-586-1281

Secondary Contact: Kim Booher | Email: kim.booher@hollidayisd.net | Phone: 940-583-4491

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- ☒ LOI application, guidelines, and instructions
- ☒ Debarment and Suspension Certification
- ☒ General and application-specific Provisions and Assurances
- ☒ Lobbying Certification

Authorized Official Name: Dr. Kevin Dyes | Title: Superintendent

Email: kevin.dyes@hollidayisd.net | Phone: 940-586-1281

Signature: | Date: 1/10/2020

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 is issued.

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI 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.

☒ 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 applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2019-2020 Summer Career and Technical Education Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2019-2020 Summer Career and Technical Education Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.

☒ 6. The applicant provides assurance to provide data to TEA on student completio of courses through a special collection process run by TEA.

CDN 005902 Vendor ID N/A Amendment #

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Holliday High School will begin the 2020-21 school year as a P-TECH ECHS. We have successfully completed our planning year and will be launching our new P-TECH as Hero Collegiate Pathway. To enrich and promote our new endeavor, we would like to offer a Summer Bridge program beginning in June of 2020 to all incoming students enrolled in our P-TECH. The Summer Bridge program would offer collegiate orientation and training camp. For one week, we will engage the students in all aspects of college life. We will teach them how to use the college website and how to access the many resources available to them via the web. We will also make on campus visits to our local IHE, Vernon College, and have them spend a day accessing the library, the bookstore, the tutoring center, the Office of Admissions, and the Dean of Students. We will allow them to shadow in a college lecture class and allow for time to explore all areas of the college campus. We will also spend time researching and reviewing the upcoming classes for fall and go ahead and make notes of the books required, read over the syllbus for each class, and develop an organizational system that works for each individual student. And finally, we would allow the students to take a college summer class, EDUC 1100 Learning Framework. This class is a required class for all students seeking to complete an Associates degree while still in high school and this class is a study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners.

The mission of the Summer Bridge Program will be to encourage students to become more enthusiastic, efficient, and efficacious learners through their study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
School Counselor	This position already exists. The High School counselor would be on-site for academic counseling and guidance as the students prepare to take on the challenge of college-level courses.
Student Services Coordinator	This position already exists. The Student Services Coordinator is responsible for coordinating all activities with the IHE and persons involved in the orientation process.
College Instructor	This is a proposed position. We would contract with our local IHE with whom we already have an MOU and successful partnership, for an on campus lecture class so that the students could complete EDUC 1100 during the summer.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The major goals/objectives of our proposed Summer Bridge Program would include, but not limited to:
Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.
Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision making.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Activities and strategies of teaching and learning will consist of the following:
lecture, whole class discussions, discussion groups, in-class activities, films, guest speakers, written papers, student presentations, student participation, and exams.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The performance measures for our program will include, but not limited to:
1. Recognize factors that affect learning and apply those skills to become autonomous learners: A. Create and prioritize short-term and long-term goals related to academic/personal/professional development. B. Use inventories or assessments to identify career interests, values, and abilities. C. Learn and practice critical thinking and problem solving.
2. Construct a personal learning system informed by the research and theory in the psychology of learning, cognition, and motivation: A. Discuss learning theories including Multiple Intelligences Constructivist, Social and Behavioral Theories, Cognitive Dissonance, Communities of Practice, Connectivism, and InquiryBased Learning. B. Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension. C. Understand how grit, growth mindsets, and motivation impact learning.
3. Identify factors that impact learning and apply techniques and strategies to achieve personal, financial, academic, and career success: A. Develop and follow a financial plan to support your academic goals. B. Apply knowledge of learning to adapt to various classroom and workplace environments. C. Evaluate and use strategies to balance academic and personal responsibilities.
4. Use technological tools and library resources to acquire information, solve problems and communicate effectively: A. Use oral, written, and visual communication (e.g. PowerPoint) to express oneself effectively. B. Practice information literacy skill building by utilizing library sources and technology. C. Learn what constitutes academic dishonesty and plagiarism.
5. Develop an educational and career plan based on individual assessments and exploration of options: A. Use inventories or assessments to identify career interests, values,and abilities. B. Construct a plan to promote social and personal development (e.g. physical and mental wellness plans, volunteer/service learning, participate in participate in co-curricular activities). C. Construct and use an academic plan to achieve career goals and select classes for subsequent semesters.

The student will demonstrate proficiency in the objectives listed above through participation in class activities/projects, learning inventories, and performances on quizzes and/or examinations. Upon successful completion of the course, the student will be awarded their first college credit on their transcript and will then learn the importance of creating and maintaining an academic record and how it will follow them throughout their college career.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Our proposed budget will include two teacher salaries for the proposed 5 week Summer Bridge program of $8,000 each. We will also use funds for travel expenses for all students and staff to our local college campus and various industry partner locations. The amount for these activities is $10,000. We also propose to have a professional career representative come out and present to our students each week for the 5 week program. We would like to compensate each presenter $500. The rest of the funding will be used for supplies and materials for each student who participates in the 5 week program.

To address any future needs, if necessary, our quantifiable goals for funding wil include:

1. We will use these funds to hire additional instructional staff to meet the needs of our expanding program. Included in this will be professional development opportunities, as well as extra duty pay for instructors in our programs of study.
2. We will add additional welding stations to the current location, and additional equipment in our industrial kitchen. We already have a classroom with limited medical supplies that our current CNA candidates use, but with our expanding medical program that will include medical coding and billing, as well as Community Health Worker, we will add more work stations and equipment, to include medical coding and billing software and computers.
3. Finally, we would use the funds to allow for PTECH personnel to travel to other schools and learn from their programs to continually work towards improvement and best practices. Travel funds could also be allocated for day trips for our PTECH students to our partnering IHE and industry sites.

Program Requirements

Focus Area 1 applicants

1. Use the space provided below to specify program(s) of study CTE courses will be offered in (see https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs for a list of the approved statewide programs of study) and well as specify which CTE course(s) will be offered. Include the number of students who be engaged and supported.

As freshmen, students who are interested in following an Industry-based Certification pathway will enroll in the Level 1 course relevant to their pathway as well as the core classes for high school. The pathways we offer to obtain a certification and the respective level classes are:
Certified Nurse Assistant - Level I is Principles of Health Science, Level II is Anatomy and Physiology, and Level II and IV are Practicum in Health Science.
Medical Coding and Billing Specialist - Level I is Principles of Health Science, Level II is Business Information Management I and Lab, Level III is Health Informatics, and Level IV is Project-Based Research.
Community Health Worker - Level I is Principles of Human Services, Level II is Lifetime Nutrition and Wellness, Level III is Family and Community Services, and Level IV is Practicum in Human Services.
ServSafe Manager - Level I is Introduction to Culirlary Arts, Level II is Culinary Arts, Level III is Advanced Culinary Arts, and Level IV is Career Preparation I.
Our last IBC is AWS Certified Welder with Level I being Introduction to Welding, Level II is Welding I, Level III is Welding II plus lab, and Level IV is Career Preparation I.

If pursuing an Associate degree:
Freshmen will take EDUC 1100, which will be completed during the Summer Bridge program, BCIS 1305, ARTS 1301, and SPCH 1315 along with their core high school classes. The college classes will all count for concurrent credit only at this time.
Sophomores working towards the A.S. degree will enroll in BIOL 1408 and 1409, GOVT 2306, and either MATH 1342 or 1316. The BIOL classes and MATH 1316 would be considered as dual credit classes.
For junior year, the A.S. candidates will take ENGL 1301 and 1302, HIST 1301 and 1302, MATH 1314, and an elective of their choice. At this point, every college class, with the exception of the elective will count for dual credit.
And finally, Senior year for the A. S. students includes ENGL 2322 and 2323, GOVT 2305, ECON 2301, and 2 two electives. Again, all college classes, with the exception of the two electives will count as dual credit. Our seniors are allowed to leave campus after a certain period of the day, so those that would like to attend an elective class on campus at Vernon College may use part of their time to do that.
We currently offer the CNA program, the welding program, as well as have a strong dual credit program. However, in response to the high demand for welders and medical professionals in our area, we are adding the Medical coding and Billing Specialist and the Community Health Worker. We are also adding a full A.S. degree plan.

We anticpate between 10-15 students in our inaugural chort of HERO Collegiate Pathway beginning in the Fall of 2020.

Program Requirements continued

Focus Area 2

1. Use the space provided below to specify business and industry partners who will be involved in your program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged supported.

We currently have an articulated Memorandum of Understanding with Vernon College, located in Wichita Falls, Texas. Vernon College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. They also offer several Career and Technology Programs which allow students to obtain industry certifications. Our students have the following options through taking dual-credit or concurrent enrollment courses through Vernon College while still attending high school or while completing requirements for an industry-based certification:

Associate of Science Degrees: The Associate of Science (AS) degrees provide general academic curricula in university-parallel and pre-professional courses of study which generally correspond to the first four semesters of a bachelor's degree program.

Associate in Applied Science Degree: The Associate in Applied Science (A.A.S.) Degree programs are designed to prepare the student for immediate employment and/or career advancement. These programs are generally workforce or paraprofessional in nature and are identified with a specialty designation. An Associate in Applied Science Degree is awarded to students who complete requirements in specific Career and Technical Education Programs.

Certificate of Completion: Certificate programs are designed for entry-level employment, meeting a particular specialty within an occupational area, and/or upgrading one ' s skills and knowledge within a vocation. It is possible for a student to earn a certificate of completion while qualifying for an associate degree in some programs. Certificate programs serve as building blocks and exit points within AAS degree programs.

A. Level One Certificates consist of at least 15 and no more than 42 semester credit hours. Level one certificate programs are exempt from the requirements of the Texas Success Initiative, but certificate programs may perform local assessment and remediation of students, provided that these activities do not exclude the student from enrollment in the certificate program.

B. Level Two Certificates consist of at least 30 and no more than 51 semester credit hours. Level two Certificates are subject to the requirements of the Texas Success Initiative.

Our proposed program will offer our students the choice of pursuing the pathway towards an Associate degree or taking courses that will prepare them to enter into a certification program with skills already intact to be working in that chosen profession while continuing their education.

In addition, we currently have several regional industry or business partners that we are collaborating with to provide our students the opportunities to be successful in the work-based areas of certification.

For our medical certifications, our IHE provides the registered nurse they employ to come out to our campus and teach their required classes. With their guidance, our students are then allowed the opportunities to have hands-on experiences or job shadowing experiences at a local nursing home facility, a local doctor's office, and a local hospital.

For our ServSafe certification, we will partner with a local Chick-fil-A restaurant for our students to participate in on-the-job training and shadowing opportunities.

And finally, for our welding certification, our welding teacher partners with several different local welding shops that provide our students exposure to several different types of welding and work-based experiences. They are able to travel to different work sites, with the supervision and guidance of our welding teacher, to observe or practice on actual projects in progress.

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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 program.

- (●) The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ( ) 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 _____

Application Part 2: **2019-2020 Summer CTE Grant**

Authorized by: General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

County District Number or vendor ID:		Amendment # 0
Grant Period:	May 1, 2020 to August 31, 2020	**Fund Code/ Shared Services Arrangement: 429/459**

Program Budget Summary

	Description and Purpose	Source of Funds				
		Class/ Object Code	Program Cost	Admin Cost	Pre-Award	Total Budgeted Cost
1	Payroll Costs	6100	$ 16,000			$ 18,000
2	Professional and Contracted Services	6200	$ 2,500			$ 5,000
3	Supplies and Materials	6300	$ 21,500			$ 17,000
4	Other Operating Costs	6400	$ 10,000			$ 10,000
5	Capital Outlay	6600	$ -			$ -
	Consolidate Administrative Funds			N/A		
6	**Total Direct Costs:**		$ 50,000	$ -		$ 50,000
7	Enter Percentage (%) of Indirect Costs:		N/A	$ -		$ -
8	**Grand Total of Budgeted Costs :**		$ 50,000	$ -		$ 50,000
	Shared Services Arrangement					
9	6493 Payments to member districts of shared services arrangements					$ -
	Administrative Cost Calculation					
10	Total Grant Amount Budgeted:					$ 50,000
11	Reasonable and necessary administrative costs established for the program:					
12	Maximum amount allowable for administrative costs, including indirect					$ -

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2: **2019-2020 Summer CTE Grant**

Authorized by: General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID: 005902 Amendment # (for amendments only):

	Payroll Costs (6100)				
	Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions Less than 100% Grant Funded**	**Pre-Award**	**Grant Amount Budgeted**
Academic/Instructional					
1	Teacher	1			$ 8,000
2	Educational Aide				
3	Tutor				
Program Management and Administration					
4	Project Director	1			$ 10,000
5	Project Coordinator				
6	Teacher Facilitator				
7	Teacher Supervisor				
8	Secretary/Admin Assistant				
9	Data Entry Clerk				
10	Grant Accountant/Bookkeeper				
11	Evaluator/Evaluation Specialist				
Auxiliary					
12	Counselor				
13	Social Worker				
14	Community Liaison/Parent Coordinator				
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant				
16	ESC Coordinator/Manager/Supervisor				
17	ESC Support Staff				
18	ESC Other: (Enter position title here)				
19	ESC Other: (Enter position title here)				
20	ESC Other: (Enter position title here)				
Other Employee Positions					
21	(Enter position title here)				
22	(Enter position title here)				
23			**Subtotal Employee Costs:**		**$ 18,000**
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay				
25	6119 - Professional Staff Extra-Duty Pay				
26	6121 - Support Staff Extra-Duty Pay				
27	6140 - Employee Benefits				
28	61XX - Tuition Remission (IHEs only)				
29			**Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**		**$ -**
30			**Grand Total:**		**$ 18,000**
31			**Total Program Costs*:**		$ 18,000
32					

***Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Application Part 2: **2019-2020 Summer CTE Grant**

Authorized by: General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID:	Amendment #:	0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	Pre-Award	Grant Amount Budgeted
2	Professional presentations and lectures Specify purpose: To represent the diverse working opportunities		$ 5,000
3	Service: Specify purpose:		
4	Service: Specify purpose:		
5	Service: Specify purpose:		
6	Service: Specify purpose:		
7	Service: Specify purpose:		
8	Service: Specify purpose:		
9	**Subtotal of professional and contracted services requiring specific approval:**		**$ 5,000**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		
11	**Grand Total:**		**$ 5,000**
12	**Total Program Costs*:**		$ 5,000

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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County District Number or Vendor ID:			Amendment #: 0
Supplies and Materials (6300)			
	Expense Item Description	**Pre-Award**	**Grant Amount Budgeted**
1	**Remaining 6300 - Supplies and materials that do not require specific approval:**		$ 17,000
2	**Grand Total:**		**$ 17,000**
3	**Total Program Costs*:**		$ 17,000

***Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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Application Part 2: **2019-2020 Summer CTE Grant**

Authorized by: General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID:			Amendment #:
	Other Operating Costs (6400)		
	Expense Item Description	**Pre-Award**	**Grant Amount Budgeted**
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.		
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.		
	Specify name and purpose of conference:		
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.		$ 5,000
4	6413 - Stipends for non-employees other than those included in 6419.		
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.		
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.		$ 5,000
9	**Subtotal of other operating costs (6400) requiring specific approval:**		**$ 10,000**
10	Remaining 6400 - Other operating costs that do not require specific approval.		
11	**Grand Total:**		**$ 10,000**
12	**Total Program Costs*:**		$ 10,000

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

In-state travel for employees does not require specific approval.

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County District Number or Vendor ID: Amendment #:

Capital Outlay (6600)

	Description and Purpose	Quantity	Unit Cost	Pre-Award	Grant Amount Budgeted
	6669 - Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A		
	66XX - Computing Devices, capitalized				
2	(Enter description and brief purpose)		$ -		
3			$ -		
4			$ -		
5			$ -		
6			$ -		
7			$ -		
8			$ -		
9			$ -		
	66XX - Software, capitalized				
10	(Enter description and brief purpose)		$ -		
11			$ -		
12			$ -		
	66XX - Equipment, furniture, or vehicles				
13	(Enter description and brief purpose)		$ -		
14			$ -		
15			$ -		
	66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
16	(Enter description and brief purpose)				
17	**Grand Total (sum of all lines):**				$ -
18	**Total Program Costs*:**				$ -

***Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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