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.

The application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement

Authorizing legislation: PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

Grant period: From **11/15/2023** to **09/30/2025**   **Pre-award costs: ARE NOT** permitted for this grant

Required attachments: N/A

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 Academy of Accelerated Learning, Inc (AAL)

Campus name	AAL		CDN	101810	Vendor ID	1311583056	ESC	4	UEI	m28cjjcrin89

Address 5300 N Braeswood, Ste 8   City Houston   ZIP 77096   Phone 713-668-8237

Primary Contact Brandon Chandler   Email bchandler@aalinc.org   Phone 713-668-8237

Secondary Contact Martha Bravo   Email mbravo@aalinc.org   Phone 713-668-8237

2. Certification and Incorporation

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

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

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

Authorized Official Name Brandon Chandler   Title Superintendent   Email bchandler@aalinc.org

Phone 713-668-8237   Signature [signature]   Date 7/13/2023

Grant Writer Name Brandon Chandler   Signature [signature]   Date 7/13/2023

⦿ 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 not** permitted for this grant.

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Insufficient resources for identifying and addressing online safety concerns.	Provide training to staff members to utilize an advanced software designed to monitor online student activity and detect signs of bullying, self-harm, and threats. The training will be comprehensive and allow for timely intervention and support to be provided to students facing harm.
Limited staff capacity to identify at-risk students and manage student emotions.	Launch a professional development program for staff to enhance their skills in identifying at-risk students and provide them with appropriate support. Trainers will include mental health professionals that focus on strengthening the capacity of staff to address the emotional well-bing of our students.
Inadequate counseling resources to meet the diverse needs of our student population	Allocate grant funds to hire additional counselors and staff to address the resource gap and provide more individualized suppor to students in need. Counselors will work closely with staff and families to develop personalized intervention plans for students and provide counseling, resources, and programs.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the academic year, we will reduce the incidence of reported bullying, including online cases among our students by 30% compared to the previous year. There will be a clear target to measure our progress in reducing all bullying incidents and ensure a safer online environment for our students. The goal is achievable by AAL implementing proactive measures such as utilizing monitoring software, providing digital literacy education, and conducting staff training. The relevancy is directly aligned to the purpose of the grant, which aims to enhance student safety and wellness. By reducing all forms of bullying, including cyberbullying aligns with the objective and contributes to a safer and more positive school environment.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Implementation of the daily screener for student wellness and safety and have staff members trained to identify and manage student emotions.
Measurement: By the end of the first quarter, ensure that the daily screener is fully implemented across all participating campuses. Measure the percentage of students completing the screener daily and track any identified concerns or trends along with staff responses. Regular assessment of the screener implementation will help gauge its effectiveness in identifying student wellness and safety needs as well as have at least 50% of staff trained.

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Increase in teacher/staff attendance rate and hire/onboard additional staff to support student social needs.

Measurement: Compare the teacher/staff attendance rate at the end of each grant quarter to the baseline data collected before the implementation of the grant program. Aim for a gradual increase in teacher/staff attendance rates over time. Monitor attendance data regularly and calculate the percentage change to assess the impact of the program on teacher/staff attendance and have staff caseloads that allow for individualized support of students after additional staff is onboarded.

Third-Quarter Benchmark

Improvement in student attendance rate.
Measurement: Compare the student attendance rate at the end of each grant quarter to the baseline data collected before the implementation of the grant program. Aim for a gradual increase in student attendance rates over time, working towards the district's goal of a 98% attendance rate. Monitor attendance data regularly and calculate the percentage change to evaluate the effectiveness of the program in improving student attendance.
Tracking progress and regularly monitoring these benchmarks will provide insight into the effectiveness of the strategies and interventions, allowing for adjustments and refinements as needed to ensure positive outcomes for student welleness, safety, and academic success.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Project evaluation data will be crucial in determining when/how to modify the program to ensure effectiveness and sustainability. The plan includes: 1. Regular Data Analysis: We will conduct regular analysis of the evaluation data, including benchmark results, progress towards the summative SMART goals, and other relevant metrics. This analysis will provide insights into the program's strengths, weaknesses, and areas requiring improvement.2. Identify Patterns and Trends: By examining the evaluation data, we will look for patterns and trends in student outcomes, staff feedback, and other relevant indicators. This will help us identify any recurring issues or areas where the program may be falling short of expectations.3. Stakeholder Engagement: We will actively engage with stakeholders, including students, parents, staff, and community members, to gather their perspectives and feedback on the program's effectiveness. This feedback will provide valuable insights and perspectives that can guide program modifications. 4. Collaborative Decision-Making: Based on evaluation data and stakeholder feedback, we will facilitate collaborative decision making processes involving key stakeholders. Thsi may include forming a program evaluation committee or conducting focus groups to collectively analyze data and identify areas for improvement. 5. Modify Strategies and Interventions: Using the evaluation data and stakeholder input, we will modify program strategies and interventions to address identified gaps and challenges. This may involve revising curriculum modules, adjusting training approaches, enhancing counseling protocols, or exploring alternative approaches to achieve the desired outcomes. 6. Continuous Monitoring and Iteration: After implementing modifications, we will continue to monitor the program's progress and evaluate its impact. This will help us assess whether the implemented changes have resulted in the desired improvements and adjust further if needed. We will iterate this process to ensure the program remains responsive to evolving needs and sustains its positive impact.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The 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 grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 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 Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

☒ 4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC.

☒ 5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.

☒ 6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.

☒ 7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.

☒ 8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.

☒ 9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.

☒ 10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.

☒ 11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.

☒ 12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.

☒ 13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).

☒ 14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

We will employ a systematic approach to identify the campuses that will participate in the establishment of the Student Support Program described in the program description. The selection process will consider various criteria and considerations to ensure that the chosen campuses align with the program's objectives and maximize the impact on student safety and wellness. Here's an outline of the criteria and considerations that may influence the determination: 1. Needs Assessment: The LEA will conduct a comprehensive needs assessment across all campuses to identify the specific challenges and requirements related to student safety and wellness. This assessment may include data analysis, surveys, interviews, and consultations with school staff, students, parents, and community members. 2. Vulnerability Factors: The LEA will consider vulnerability factors that may impact student safety and wellness, such as the prevalence of bullying incidents, self-harm concerns, mental health issues, and other relevant risk indicators. Campuses with higher levels of vulnerability will be prioritized for participation in the Student Support Program. 3. Demographic Factors: Demographic factors will be taken into account, including student population size, diversity, socioeconomic status, and any specific challenges faced by certain student groups. Ensuring equitable access to the program across different demographics will be a key consideration. 4. Existing Resources and Support: The LEA will evaluate the availability of existing resources and support systems within each campus. This assessment will consider the number of counselors, social workers, and other support staff already present, as well as their caseload and capacity to address student safety and wellness needs. 5. Geographical Distribution: The LEA may consider the geographical distribution of campuses to ensure a balanced and equitable allocation of resources. This consideration aims to address the needs of students across different areas within the school district. By considering these criteria, the LEA can and will make informed decisions regarding the selection of campuses for the establishment of the Student Support Program. This will ensure the program is implemented where it is most needed, resulting in meaningful support and positive outcomes for students.

2. Describe how the LEA will ensure that campus leaders and staff are committed to the success of the Student Support Program.

The LEA will be strategic to ensure campus leaders and staff are committed to the success of the Student Support Program (SSP) as this is crucial for its effective implementation and sustainability. Strategies we will use include: 1. Clear Communication: The LEA will communicate the purpose, goals, and expected outcomes of the SSP to campus leaders and staff. This will involve sharing information through staff meetings, email updates, presentations, and other relevant channels. Clear and transparent communication will help create a shared understanding of the program and its importance. 2. Engage Stakeholders in Program Planning: The LEA will actively involve campus leaders and staff in the planning and decision-making process of the SSP. By seeking their input, ideas, and feedback, the LEA will foster a sense of ownership and investment in the program. This can be achieved through focus group discussions, surveys, and regular check-ins with staff to gauge their perspectives and incorporate their insights into program design. 3. Professional Development and Training: The LEA will provide comprehensive professional development and training opportunities for campus leaders and staff. These sessions will equip them with the necessary knowledge, skills, and resources to effectively implement the SSP with topics identifying at-risk students, managing student emotions, utilizing monitoring software, fostering positive school climate, and building strong relationships with students and parents. 4. Ongoing Support and Resources: The LEA will ensure that campus leaders and staff have access to ongoing support and necessary resources to implement the SSP successfully including regular coaching, mentoring, or consultation sessions with program coordinators or external experts. Additionally, the LEA will allocate sufficient funding and staffing resources to support the program's implementation at the campus level. 5. Recognitions/Celebrations: to celebrate the effort and successes of staff.

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9. Statutory/Program Requirements (Cont.)

3. Describe how the LEA will engage parents and families to solicit support for the program.

The LEA will employ various strategies to engage parents/families to solicit support of the program recognizing their crucial role in supporting student well-being. Strategies we will use: 1. Communication Channels to regularly engage parents/families including newsletters, emails, phone calls, and social media platforms to share updates about the SSP, announce upcoming events and resources to support student safety and wellness. 2. Parent Workshops specifically designed for families/parents with a focus on online safety, recognizing signs of distress in children, managing student emotions, and building resilience leading to the empowerment of parents/families to support their child's well-being. 3. Parent Advisory Council to gather input, feedback, and ideas from parents/families to keep them activevly engaged in the decision-maing process. 4. Parent Engagement Events to foster parent involvement and strengthen relationships between home and school. Events may includ family nights, wellness fairs, information sessions, or parent appreciatoin events and will foster relationships between families and build a stronger community while supporting the SSP. 5. Parent Education Resources that are relevant to family needs in supporting student safety and wellness. This may include online resources, brochures, pamphlets, adn tip sheets to address various aspects of student safety and wellness. By equiping families/parents with knowledge and tools, they can actively support their child's well-being both at home and within the community. With these strategies, the LEA will engage parents and families, solicit their support, and create a collaborative partnership that strengthens the SSP. The active involvement of families will contribute to a holistic approach to student safety and wellness, fostering a positive and supportive school environment.

4. Describe how the LEA will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program.

The LEA will take several steps to ensure there is adequate staff to support the establishment, implementation, and sustainability of the SSP. Strategies will include: 1. Needs Assessment: The LEA will conduct a comprehensive needs assessment to identify the staffing requirements for the Student Support Program. This assessment will take into account the number of students, their diverse needs, and the scope of services to be provided. It will help determine the appropriate staffing levels for counselors, social workers, psychologists, and other support personnel. 2. Professional Development and Training: The LEA will provide ongoing professional development and training opportunities for the staff involved in the Student Support Program. This training may include sessions on best practices in counseling, trauma-informed care, crisis intervention, and other relevant areas. Continuous professional development will equip staff with the necessary skills and knowledge to support students effectively. 3. Collaboration with Community Partners: The LEA may collaborate with community partners, such as local mental health organizations or counseling agencies, to supplement the staffing resources. This collaboration can provide access to additional support personnel through partnerships or shared staffing arrangements. It allows for a broader range of expertise and support for students. 4. Monitoring and Evaluation: The LEA will continuously monitor and evaluate the staffing levels and their effectiveness in supporting the Student Support Program. Regular assessments will help identify any staffing gaps, challenges, or areas requiring adjustment. This will ensure that staffing resources are aligned with the evolving needs of students and the program's goals. Implementing these strategies will ensure there is adequate staf to support the Student Support Program throughout. Having qualified and dedicated professionals in place will further enhance the program's effectiveness in promoting student safety, well-being, and academic success.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the three campuses that will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

If NOGA is received, each campus will receive support from the grant program to enhance current systems for conducting behavioral threat assessments and incorporate them into the student support team structure including: 1. Assessing the Current Systems in place evaluating the effectiveness, strengths, and areas for improvement of the current systems. 2. Training and Capaciy Building based on the assessment findings, the grant program will provide training and capacity-building opportunities to staff involved in conducting behavioral threat assessments. Topics may include threat identification, risk assessment tools, interview techniques,and information sharing protocols. 3. Standardized Protocols and Procedures at each campus that provide a consistent framework for assessing and responding to potential threats, ensuring that a systematic approach is followed across all campuses. 4. Integration into Student Support Team (SST) Structure through collaborative means with existing support teams such as counselors, administrators, teachers, and other relevant staff members to ensure threat assessments are seamlessly incorporated into the broader student support framework. 5. Evaluation and Continuous Improvement of the integration of the integrated behavioral threat assessment system at each campus identifying areas for improvement and inform ongoing training and support to ensure the program's efficacy in identifying and addressing potential threats. By targeting support, training, and resources, the grant program will help each campus improve current systems for conducting behavioral threat assessments and seamlessly integrate them into the SST structure. This comprehensive approach ensures a holistic and coordinated response to potential threats, promoting student safety and well-being throughout the school community.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

Currently, the LEA does not have established processes for identifying student support needs or partnerships with external mental/behavioral health providers. The LEA can implement the follwogn strategies: 1. Identifying Student Support Needs: a. Needs Assessment: The LEA can conduct a comprehensive needs assessment across all schools to identify student support needs related to mental health and behavioral well-being. This assessment may involve surveys, interviews, data analysis, and consultations with school staff, students, parents, and community members. b. Collaboration with School Staff: The LEA can work closely with school staff, including teachers, counselors, and administrators, to gather insights and observations regarding student support needs. Regular communication and feedback loops with staff members can help identify areas requiring additional support. 2. Establishing Partnerships with External Providers: a. Research and Outreach: The LEA can conduct research to identify reputable mental health and behavioral health providers in the community. This can involve contacting local agencies, exploring online directories, and seeking recommendations from other educational institutions or community organizations. b. Needs Alignment: The LEA should assess the compatibility of external providers' services with the identified student support needs. This involves considering factors such as specialized expertise, availability of resources, and the ability to address the specific needs of the student population. c. Establishing Partnerships: The LEA can initiate contact with potential external providers and establish partnerships through formal agreements or memorandums of understanding (MOUs). These partnerships can outline the roles, responsibilities, and expectations of both parties and establish a framework for collaboration and service delivery. This will create robust processes for identifying student support needs and forging partnerships to support students

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9. Statutory/Program Requirements (Cont.)

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

Currently, the LEA does not have an extensive partnership with the ESC, but recognizes the potential value to support improvement in the above listed areas. Plan to strengthen partnershps with the ESC include: 1. Identifying Areas of Collaboration:a. The LEA can conduct an assessment of its current needs and identify specific areas where collaboration with the ESC can support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and academic outcomes. b. This assessment may involve analyzing student data, surveying staff, and consulting with stakeholders to determine areas of common interest and need. 2. Exploring ESC Resources and Expertise: a. The LEA can research and explore the resources, expertise, and services provided by the regional ESC in the areas of student mental health, behavioral and emotional health, physical health and wellbeing, and academic improvement. b. This exploration can involve reviewing ESC programs, consulting with ESC staff, attending ESC-sponsored workshops or conferences, and accessing online resources. 3. Establishing Communication Channels: a. The LEA can initiate regular communication with the regional ESC to establish a collaborative relationship. b. This may involve contacting ESC representatives, attending ESC meetings or events, and inviting ESC staff to participate in LEA meetings or events to facilitate dialogue and information sharing. 4. Seeking Professional Development Opportunities:The LEA can explore professional development opportunities provided by the regional ESC related to student mental health, behavioral and emotional health, physical health and wellbeing, and academic improvement.This can involve attending ESC-sponsored workshops, training sessions, or conferences tailored to the specific needs and goals of the LEA.

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

The LEA will use the grant program to supplement and enhance current work to support the above listed areas including: 1. Conducting a comprehensive needs assessment to identify existing gaps in service and supports for student mental/behavioral/physical health and wellness. 2. Identifying priorities and goals based on the needs assessment where additional resources and supports are needed to addres gaps and enhance existing services. 3. Allocating Grant Funds strategically to supplement and strengthen current work being done in student mental/behavioral/emotional/physical health. Funds may be used to hire additional staff, provide training and development, procure resources and materials, or establish partnerships to support student health. 4. Enhancing Services and Supports available to students by increaseing number of mental health professionals, counselors, and social workers to provide direct support and interventions. It may also include implementing evidence-based programs, interventions, and strategies to address specific needs identified. 5. Professional Development and Training for staff and families to enhance their skills and knowledge in supporting student mental/behavioral/ physical health and well-being. 6. Monitoring and Evaluating to assess the effectiveness of the grant program in improving services and supports for student health and wellness to maximize the program's impact. This comprehensive approach will contribute to a healthier and more supportive environment for students, fostering their overal well-being and academic success.

9. Enter the LEA Total Enrollment: 851

10. Enter the Regional Educational Service Center that serves the LEA: 4

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10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

⦿ 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 LEA 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 located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Counselor/Social Workers/Staff	600,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	60,000
7.	Required 10% of funds to the Texas Center for Student Supports	100,000
8.	Contracted Services/Professional Development	140,000
9.		
10.		

Supplies and Materials

11.	Hardware Security Upgrades	75,000
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Debt Services

18.		
19.		

Direct administrative costs:	19,500
Indirect administrative costs:	5,500
TOTAL GRANT AWARD REQUESTED:	1,000,000

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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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

Section Being Negotiated or Amended   **Negotiated Change or Amendment**

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