



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 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization: We Are One Education LLC
Campus name: [ ] CDN: [ ] Vendor ID: [ ] ESC: [ ] UEI: [ ]
Address: 6921 Alto Rey Ave City: El Paso ZIP: 79912 Phone: (915) 892-7566
Primary Contact: Aidee Cosme Email: aidee@weareoneedu.com Phone: 915-892-7566
Secondary Contact: Cyntia Yapor Email: cyntia@weareoneedu.com Phone: 915-244-1896

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):

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

Authorized Official Name: Isela Aidee Cosme Title: Manager Email: aidee@weareoneedu.com

Phone: 9158927566 Signature: [ ] Date: 1/23/2023

Grant Writer Name: Isela Aidee Cosme Signature: [ ] Date: 1/23/2023

[x] Grant writer is an employee of the applicant organization. [ ] Grant writer is not an employee of the applicant organization.

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

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

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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):

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- 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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RFA/SAS #

**2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1**

**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.

High-quality afterschool programs have been proven to improve school attendance, students’ academic results, and children and youth enrolled also benefit in their social and emotional learning. Consistent participation in afterschool programs has shown lower dropout rates and has helped close achievement gaps for low-income and at-risk students.

Our afterschool program understands that children as well as youth from different age groups vary in academic, psychological, and physical activity needs, therefore we always find a way to adapt those needs into a more comprehensive program. Consequently, just by having access to a high-quality afterschool program, there are already multiple concerning factors being addressed that were informed by the assessment such as (at-risk students, attendance, grades, etc.) therefore producing better results, as well as improve the quality of education and overall well-being of the children involved.

One of our interests is to also support the parents since they are the working force of our community by giving them piece of mind that their children remain in their morning facilities while they finish their workday. Having access to funding so that more students have access to afterschool programs as resources to address the previously mentioned needs is key. Research shows that several barriers to access afterschool programming exist, and funding continues to be one of those. These barriers, cost, and access, continue to prevent students from enrolling in afterschool programs. Being able to operate this program in these centers will provide financial relief to working parents so that they may focus on providing financial stability to their families while ensuring their children are participating in enriching activities at no additional cost to them. Parents and guardians who do not have access to childcare after school hours, miss an average of eight days of work per year, and this decrease in worker productivity costs businesses as well.

Data gathered from the needs assessments shows there is a great number of students identified as at-risk of dropping out of school (between 38- 54%) and also students that are economically disadvantaged (between 46-56%). These schools need the support from a high-quality afterschool to be able to work on these milestones: raise the attendance levels, improve the overall performance and provide fun enrichment activities that are available and financially accessible to at least the number of students in need of these activities, possibly more. Based on these percentages we decided on the number of children who would benefit from the program and the family engagement events needed in every school. We know we will be able to impact the children and their academic achievements but hopefully their surroundings as well.

Being able to include adults in the afterschool program family engagement events is also a great asset to get families to become a community, which in turn support their school and its needs. Children increase their interest in school and school activities when their teachers/parents/and adult role models engage in these activities.

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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.

Even though offering afterschool programming has been shown to improve many outcomes for students, there are several key factors to be able to claim it a success. Adequately trained staff, and high-quality programming are among those key factors. But setting a set of performance measures and metrics to ensure the program delivers the set goals is a definitive strategy.

When kids understand and have fun with a specific topic, it inspires more involvement. By promoting different types of skills through fun and hands-on activities at the afterschool program (literacy skills, math and problem-solving skills, impulse control, teamwork, etc.) the student understands the importance of these skills and by making it fun, the improvements and progress will happen organically. Attending afterschool programs can improve student's academic performance and engagement in learning, and improve their reading and math grades as well as improve their class participation and reduce school dropout rates. Different learning areas with activities will be provided to the students so they can choose to explore and learn on their own terms, as part of our free play/explore time of our curriculum, at certain times of the day.

Through observation and informal review of every student in the program and close collaboration with the school-day teachers the afterschool program staff can make certain the student is being evaluated based on their own needs and progress is measured in the same manner. After an evaluation by the staff, there will be a collection of data to monitor the progress and provide required reports.

Regarding teacher recruitment and development, school/campus teachers will be recruited at each campus to support our program and enrichment activities, as well as experienced and high qualified educators outside of the school to create a strong group. The Project Director, Site coordinators, Program Specialist, lead teachers and assistants will be trained on enrichment activities and impact strategies besides our programs' core curriculum. Another focus of this program is to improve family engagement. Research shows that teachers are the most important people inside schools in terms of student outcomes. However, families have an even bigger impact on student results in general. Therefore, if families and school staff work together and the engagement is consistent the improvement of the student outcomes will most likely be positive. As part of the assessment and the data collection there will be interviews done to the families regarding the observations done at home regarding the improvement of the students.

The collection of this data through in-class informal assessments, attendance logs, observations, meetings with their day-school teachers, collection of 3 and 6 weeks progress reports, report cards, assessment data, and surveys for both parents and students, will inform the Site coordinator of improvements needed to be made, and will redefine the program to include other activities if needed.

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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.

If for any reason the SMART goals set do not show progress, then each area or the area in question, will be considered, evaluated, and modified accordingly utilizing the continuous improvement steps as follows:

- Assess the evaluation results- determine which goal is not being met and identify why through data collection, surveys, and interviews. The process evaluation will address program exposure/participation, and quality. The evaluators will administer student surveys, which will assess engagement and program satisfaction.
- Evaluate findings and develop a problem statement to define the level of urgency on the matter.
- Create a strategy to increase the progress (use resources from trainings and other TEA resources to develop these). These meetings, our quality control meetings, will serve as a method to address potential issues, especially if SMART goals do not show progress, and improve program delivery.
- Strategy implementation and monitor.
- Re-assessment and report.

The purpose of this plan should always be to develop different strategies to correct the course if the data gathered determines little to no progress when evaluation is performed.

**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 21<sup>st</sup> 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 program focuses on environmental education and social emotional learning by establishing a connection between the child’s body as well as the impact their actions have in this world, and how we are linked with the environment. When this link is established, there are several life skills that are acquired such as empathy, self-awareness of emotions, self-regulation of emotional states, communications skills, problem-solving, impulse control, confidence and assertiveness, critical and creative thinking skills. All these skills have a great impact in the students’ academic achievement and will impact their surroundings as well (environment, family, friends, etc.).

This includes classes and activities such as gardening, pollinators, composting, recycling, water conservation, water pollution, energy conservation, waste management, healthy food knowledge, yoga, positive body image, meditation, grateful journal, affirmations, breathing techniques, and recognition and expression of feelings. This curriculum not only addresses the areas previously mentioned (environmental education and social emotional learning) but it targets academic support as well. By putting in practice these classes, studies have shown it targets STEAM learning when properly implanting a high-quality program focused on all these areas as well.

Another important aspect targeted is the physical development as there is a great amount of sensory stimulation that you can experience with classes such as gardening as it is full of textures, smells, and colors. Cognitive development is also utilized as it is all about intellectual skills such as remembering and analyzing information and predicting outcomes which can also be used in the garden with children. By asking open-ended questions about steps to follow in the already established processes in the garden and what they think you should do next, you are helping them think through the course of action. We believe in inspiring children to create connections with themselves, with the environment (and other living beings too), and make this world better, and a good channel to achieve this is by allowing them to think critically, take action and naturally create change.

Family engagement will impact the students’ academic achievement as this element is essential in promoting healthy physical and social emotional development. Activities planned to engage family and encourage them to participate are family yoga classes, tutorial on how to compost, lessons on recycling the right way, how to grow vegetables at home, and a 3k walk and run final program event.

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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.

There is a good amount of local, state and national research done regarding the impact afterschool programs have on children, their academic performance and the impact it has on a family level as well. Our program follows national and state level best practices when it comes to programming. We belong to the Afterschool Alliance family as well as the BOOST Network family, so we are familiar with all the changes the afterschool programs require and new research done regarding these systems to be able to give our students the best program. We follow best practices afterschool programming components such as academic components, literacy skills, social emotional development, free-play, promoting health and wellness, and family engagement are among the ones always present in our curriculum.

Participation in afterschool programs has consistently shown to influence academic performance in several ways, including better attitudes towards education in general, therefore having higher educational aspirations. Also, there have been significant gains in academic achievement test scores and attendance but in addition to this, the afterschool programs are a practical support for a lot of working families.

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.

We believe that one of the benefits of participating in our program is that we will provide parents with a peace of mind because their kids will remain in their morning facilities, without the need and risks of transportation and the costs associated with it. We plan on serving a good amount of students per school at their day-school facility and our program is focused on elementary students, therefore the afterschool learning center will be located in the school's facilities.

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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.

Our program is very active on social media, which nowadays is the outlet most people use to communicate or research any topic, therefore social media will be one of the methods used to inform the public about our program. We also have requested the schools to post our information on their social media platforms, as well as school websites, and have resorted to flyer distribution and publicity so that the parents have on hand all the information. School boards and school meetings are also a great way to promote a program within the school boundaries and posters (bilingual) will be printed and posted on each campus for visibility. We will also be present at public events to promote the program and encourage more kids to enroll in the program. It is important for all students’ especially the ones who need to improve their academic achievements, to be able to have access to these types of programs. Press releases will also be sent out to be able to reach out families, especially for our family engagement events.

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

We do not foresee the need for volunteers as we are accounting for all staff (and special program specialists) to be able to run the program including the family engagement component.

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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.

Afterschool programs that are aligned with the school-day they are situated in can reinforce student learning, promote confidence, and increase the students' achievement by offering additional supports to struggling students. Though constant data-driven communications between teachers, program staff, parents, and students, all afterschool program curriculum will be shaped around specific high-need academic standards. It is crucial that schools provide the supports necessary to allow their students to grow in the afterschool space by offering afterschool programs access to classroom space, materials, student records and teachers as guides to adapt more efficiently the afterschool curriculum to the students' needs. Holding an afterschool program inside an actual school provides a direct link for children to participate and eliminates barriers such as transportation and time gaps between learning and by being able to share both learning space and sometimes even materials, afterschool programs can better make the connection between the fun enrichment activities occurring after their day classes with science, math, reading, and other skills taught in the classroom. Another benefit from collaborating with schools is that they can help afterschool programs in recruiting new enrollments as well as new teachers for the program.

Community partners/organizations, principals, parents, and other school leaders can also provide guidance for afterschool programs to leverage local and state resources, if aligned with the same goals. One strategy many programs use is to be able to employ actual teachers (from the day-school they are collaborating with) who are enthusiastic and dedicated to help their students, especially the ones that need the most help. This strategy improved their communication and better student-teacher relationship, which then impacts the students' involvement in their school-day activities.

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.

With the help and guidance from our community leaders and organizations, the program will continue to seek funding to reach many children in need, not only to provide them with enrichment activities and provide some financial relief to working parents but also to teach the new generations about how important they each are and how all their actions have an impact. This education is part of the programs' effort to teach students about sustainability. The resources this grant will provide are enormous. It will allow this program to gain visibility and experience, to be able to get more funding in the future to allow us to continue impacting lives and inspire change. The local sustainability efforts will also benefit immensely from this grant as with our programming and curriculum, we are educating children in environmental education, social-emotional learning, helping them learn new skills, perspectives, and values to be able to be a part of a functioning society. Therefore, the goal is that these children will be the force that continue with the research and the sustainability efforts at the local, state, and national level.

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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

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**8. Statutory/Program Requirements (Cont.)**

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

Our program will coordinate with school-day to ensure the needs of participating students are being met as stated above, however we will not be applying for the program priorities.

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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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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

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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.	Teachers (Lead, assistan & Hit)	\$221,046.23
2.	Program Director	\$49,128.30
3.	Program Specialist	\$49,128.30
4.	Site Coordinators	\$46,238.40
5.	Accountant	\$34,678.80

**Professional and Contracted Services**

6.	Office Rent	\$18,000.00
7.	Labour for garden set up	\$1,500.00
8.	Office cleaning services	\$2,400.00
9.	Independent evaluation	\$3,000.00
10.	Yoga & Gardening Training for teachers	\$5,882.87

**Supplies and Materials**

11.	School gardens set up (raised beds, outdoor classroom, compost area, etc)	\$20,069.55
12.	Mindfulness set up (yoga mats, speakers, storage, etc)	\$6,386.75
13.	Classes, office & family engagment supplies (scissors, markers, construction paper)	\$10,260.43
14.	Insurance	\$10,000.00

**Other Operating Costs**

15.	Program snacks	\$43,200.00
16.	Office utilities (Cellphones service, water, gas, electrcity, garbage)	\$18,600.00
17.	Travel expenses	\$24,850.00

**Capital Outlay**

18.	Computer equipment	\$6,170.25
19.	Tecnhology (Softwares (procare, microsoft licence, quickbooks), cellphones, printer)	\$5,460.13
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](mailto: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"/>	
<input type="text"/>	
<input type="text"/>	
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<input type="text"/>	

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