



## 2021-2022 CTE Perkins Reserve

**Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2021**

NOGA ID <input style="width: 95%;" type="text"/>	Application stamp-in date and time
<p>TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:</p> <p style="text-align: center;">Competitive grant applications and amendments to <a href="mailto:competitivegrants@tea.texas.gov">competitivegrants@tea.texas.gov</a></p>	

**Authorizing legislation:**

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

**Required attachments:**

### Focus Area Selection

- Focus Area 1
- Focus Area 2

### 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 <input style="width: 95%;" type="text" value="Gladewater ISD (collaboratively with Big Sandy ISD &amp; Union Grove ISD)"/>					
Campus name <input style="width: 25%;" type="text" value="Gladewater HS"/>	CDN <input style="width: 10%;" type="text" value="092-901"/>	Vendor ID <input style="width: 20%;" type="text" value="75-6001670"/>	ESC <input style="width: 5%;" type="text" value="7"/>	DUNS <input style="width: 20%;" type="text" value="193294659"/>	
Address <input style="width: 35%;" type="text" value="200 East Broadway"/>	City <input style="width: 15%;" type="text" value="Gladewater"/>	ZIP <input style="width: 10%;" type="text" value="75647"/>	Phone <input style="width: 20%;" type="text" value="903-845-6991"/>		
Primary Contact <input style="width: 25%;" type="text" value="Sedric Clark"/>	Email <input style="width: 40%;" type="text" value="clarks@gladewaterisd.com"/>	Phone <input style="width: 15%;" type="text" value="903-845-6991"/>			
Secondary Contact <input style="width: 25%;" type="text" value="Jimmy Lightfoot"/>	Email <input style="width: 40%;" type="text" value="lightfootj@gladewaterisd.com"/>	Phone <input style="width: 15%;" type="text" value="903-845-6991"/>			

### 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):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name <input style="width: 25%;" type="text" value="Sedric Clark"/>	Title <input style="width: 20%;" type="text" value="Superintendent"/>	Email <input style="width: 40%;" type="text" value="clarks@gladewaterisd.com"/>
Phone <input style="width: 15%;" type="text" value="903-845-6991"/>	Signature <input style="width: 50%; height: 30px;" type="text" value="Sedric Clark"/>	Date <input style="width: 15%;" type="text" value="4/27/2021"/>
Grant Writer Name <input style="width: 20%;" type="text" value="Rachel Evers"/>	Signature <input style="width: 50%; height: 30px;" type="text" value="Rachel Evers"/>	Date <input style="width: 15%;" type="text" value="4/27/2021"/>

Grant writer is an employee of the applicant organization.     Grant writer is **not** an employee of the applicant organization.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.

**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**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
Need to create expanded career opportunities for students in 3 rural school districts which serve 4 counties. The districts have an average of 72.4% ED and 72.2% in CCMR indicator points. The poverty rate is 14.65% and 14.9% have no high school degree.	The three school districts in collaboration with Kilgore College and business partners will create a regional center to provide a pathway in Healthcare Therapeutic.
Rural school districts are unable to offer programs needed for high need careers due to cost of training, staffing, and equipment. Alone, the schools can't afford the cost of high quality, high growth programs.	Gladewater ISD will be the fiscal agent and will sustain the operating cost of a centrally located center. A MOU and plan agreed upon by the school districts will cover the cost of developing the shared facility and eventually expanded to a larger facility. . Kilgore College has agreed to provide support as needed.
The students do not have the opportunity to earn industry based certifications with out up-to-date equipment, curriculum,staff, and facilities.	Develop a centrally located center and work with local industry and education partners to increase oppotunities for Level I & II certifications. To provide rural students the opportunity to gain college credit hours that potentially leads to a certification and/or degree in a high demand work area.

**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.

The SMART goal is to provide an opportunity for the 3 small rural school districts to combine resources to develop a centralized location that allows the students from these rural districts the opportunity to gain access to curriculum, and up-to date equipment in the Healthcare sector. The objective is to increase Industry Based Certifications in Medical Assistants, EMT, and Patient Care Technicians by working with business and educational partners. A partnership of 3 districts has recently been established. The intent of the grant is to assist the districts in planning, developing and implementing opportunities for expanding a potential pathway in Healthcare Therapeutic.

**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**

Meet with stakeholder ' s committee, principals, and counselors to review survey data and create corresponding and mutually beneficial calendars, schedules, class times, and pooling resources for instructors and curriculum. Establish and finalize contracts with intermediary.  
 Have MOUs in place with each district. Determine curriculum for campus based courses that will lead to enrollment in the Healthcare Therapeutic pathway.  
 Meet with parents and students to discuss the opportunities for students to achieve a Level I or Level II certification in the Healthcare area. Research professional development opportunities for the on campus instructors.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Continue to meet with the stakeholders committee, principals and superintendents to finalize on campus curriculum, professional development, and confirm course offerings at the currently shared location.

Begin home campus classes that will lead to Industry Based Certification. Work with local entities to provide opportunities for students to receive basic trainings in the Healthcare area, such as CPR and Stop the Bleed

**Third-Quarter Benchmark**

Meet with stakeholder committee, principals, and instructors to review progress

Begin identifying next year ' s needs.

Attend Perkin ' s Reserve Grant conference. Meet with stakeholders committee, principals, and instructors to reflect on the semester; determine any changes or adjustments needed and plan for Spring semester.

**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.

The main objective will be to develop a collaborative effort to establish a centrally located facility to allow for students to have the opportunity to obtain certifications that will aid them in post secondary success. In the planning process, we will review data from various sources including, but not limited to parent/student input, instructor input, stake holder input, and business partner input. We will work with Kilgore College, business partners and stake holders to ensure that the pathway developed will enable opportunities for student success. The districts will monitor progress of the development and introduction of the program and meet regularly with the stakeholders to ensure that the development of the program is progressing as planned.

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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 the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 6. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
- 7. The applicant provides assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

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**9. Program Requirements**

1. **Summary of Program (Focus Area 1):** Provide an overview of the program to be planned and designed with grant funds. What pathway will be developed and how will each stakeholder support the pathway planning? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

Three school districts: Gladewater ISD, Big Sandy ISD, and Union Grove ISD with the input of stakeholders including Kilgore College and business and community partners will plan, develop, and establish a centrally located facility and also offer a Healthcare Therapeutic program of study that will provide an opportunity for students to work toward fulfilling the requirements of multiple certifications in the Healthcare area which is an area that is in high demand within the region. The grant will allow the 3 districts to offer courses and opportunities that could not be established as independent rural schools.

The introductory courses will take place at home campuses and once the facility and programs are established the upper level courses will be offered at the facility. The bulk of the funds will be utilized in supplies, materials, and professional development that will enable the development and establishment of the program of study. The pathway will be supported by recruiting students through counselors, teachers, administrators who will market and support the program. Professional development for these individuals will be a focus in the development time.

Regularly communication and meetings will be required and encouraged for the counselors and principals at each district to ensure consistency and uniformity in the course offerings and rigor.

All three districts have a high interest and demand for Healthcare professions. By providing this opportunity, the districts will enable students to have high demand skills and certifications that also lead to additional medical certifications and possible licenses with a segway to possibly receive a Bachelors degree.

2. **Summary of Program (Focus Area 2):** Provide an overview of the program to be implemented with grant funds. What pathway will be implemented and how will each stakeholder support the pathway? In the past, how have stakeholders previously contributed to pathways development in the region? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

N/A

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**9. Program Requirements (Cont.)**

3. **Program of Study (Focus Areas 1 and 2):** The applicant must identify -- in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce -- high-wage and in-demand occupations and TEA approved statewide or regionally approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use LWDA Labor Market information and resources from TEA to demonstrate labor market alignment. Identify the strategy behind this program of study and what the intended education and career outcomes are.

The Healthcare Therapeutic Pathway of Study aligns with Kilgore College ' s Health Science Program for Associate of Applied Science degree as well as multiple exit points to earn certifications in Medical Assistant,, and Patient Care Technician. Per the regional labor data, this pathway allows for the potential of a career that meets the criteria of 17% growth rate and a medium wage of \$37,500. This pathway can also be a segway to lead to a nursing degree. The Healthcare Therapeutic Program of Study: 9th Principles of Health Science, 10th Medical Terminology, 11th Anatomy & Physiology, and 12th Practicum in Health Science. The college level courses which align with this program of study is Medical Terminology (MDCA 1313); Professional Nursing I (RNSG 1125), Applied Human Anatomy & Physiology (SCIT 1307), Emergency Medical Technician (EMSP 1401) and Emergency Medical Technician Clinical (ESMP 1160).

4. **Intermediary Capacity (Focus Area 1):** The applicant must describe how they will build the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to- convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's plan to increase capacity during the planning year and the plan to provide adequate staff capacity to this grant.

Region VII Service Center will serve as the intermediary for this grant. Region VII has decades of experience in providing Professional development to administrators and instructors. Region VII is also the conservator of DMAC which is a premier data disaggregation software used throughout the state. The current CTE specialist at region VII has several years ' experience in convening cross sector stakeholders to support regional education in the manufacturing and construction industry, has successfully implemented prior Perkins Reserve and JET Grants, while working with entities such as Morton Salt, Sanderson Farms, local Ford dealerships and area clinics. He maintains relationships with CTE Foundations and will direct his experience to make this grant successful. The specialist has successfully met with departments, chairs, and deans of several community college such as TJC and Kilgore college, along with extensive knowledge with the University of Texas at Tyler.

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**9. Program Requirements (Cont.)**

5. **Intermediary Capacity (Focus Area 2):** The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to -convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

N/A

6. **Crosswalk (Focus Areas 1 and 2):** The applicant must provide, for all pathways a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study to complete a certificate, at a minimum, or receive an associate degree from the partnering general academic teaching institution(s) within two-years of graduating from high school. The crosswalk should align to the higher education program of study curricula where applicable and demonstrate how the program of study can lead to a post-secondary certification and credentials, up to and including, a bachelor's degree or beyond. For Focus Area 1 applicants, this crosswalk should demonstrate a sample or proposed crosswalk of the pathway that will be developed. For Focus Area 2 applications, this crosswalk should be a likely sequence of courses based on prior planning.

The Healthcare Therapeutic Program of Study aligns with the Kilgore College Associate of Applied Science degree in Emergency Medical Services Profession. The program not only allows for the applied associate degree, but also has the potential for the multiple exit points to earn certificates in Emergency Medical Technician, Patient Care Technician, and Medical Assistant. Healthcare Therapeutic Program of study- 9th-Principles of Health Science 13020200, 10th- Medical Terminology 13020300 (Dual Credit MDCA 1313), 11th Anatomy and Physiology 13020600 and Health Science Theory 13020400 (Dual Credit BIOL 2401, BIOL 2402, RNSG 1125) 12th- Practicum in Health Science 13020500 (RNSG 1128, PSYC 2314, RNSG 1125, PHIL 2306, EMSP 1401, EMSP 1160). Programs of study offers at least 12 college credit hours, and upon successful completion, students are qualified to continue at Kilgore College using the KC Connection, which discounts tuition for those continuing dual credit students 40%. This pathway is also could be an opportunity for students to continue their education and receive a bachelors ' degree and possibly a master ' s or doctorate in the Health Care line of study that could lead to a career including, but not limited to nurse, pharmacist, Physician Assistant, and General Practitioner.

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**9. Program Requirements (Cont.)**

7. **Strategic Partnerships (Focus Areas 1 and 2):** Identify regional partnerships and/or initiatives that are aligned to Tri-Agency efforts and are already in place that provide an advantage in developing (focus area 1) or implementing (focus area 2) the proposed pathway(s). Describe how these specific partnerships and/or initiatives will be utilized to strengthen the foundation of their proposed cross-sector work, which is paramount for a regional pathways approach.

The 3 LEAs have developed an MOU with a common vision and goal.  
  
They have formed a collaborative working relationship with higher education and the Texas Workforce Commission to align with the Tri-Agency Initiative. It is the belief that the original Perkins Reserve intent was to bring LEAs together to create a collaborative partnership with Texas Workforce Commission and higher education entities. Since the three LEAs are Rural Schools, this is especially beneficial. The LEAs have been working together to establish this opportunity for the students. They have acquired a temporary facility to begin the program with the plans of purchasing another larger building to meet the expected growth of the program.  
  
A MOU has been created and agreed upon amongst the LEAs and a collaborative pattern has been established. A regional collaboration agreement has been signed. All intermediaries have agreed to work together to strengthen the Health Science initiative in this region. The intermediaries as well as the LEAs have agreed to meet regularly together to monitor progress of the program and to give information and insight on how to handle barriers and challenges. They will also review the potential to bring in new LEAs and industry partners.

8. **Budget Narrative (Focus Areas 1 and 2):** Describe how the proposed budget will meet the needs and goals of the program --for staffing, supplies and materials, contracts, travel, etc. --in particular, how will funds increase intermediary capacity? 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. How will budget funds be allocated to all stakeholders?

Professional and Contracted services: 45,000: The intermediary, Region VII Service Center will provide support and guidance as we develop and implement the Healthcare Therapeutic program of study.  
  
Professional Development: 25,000: Quality and relevant professional development will be key in implementing a program that provides rigorous and quality instruction for the foundational courses to ensure that the students have the knowledge and skills to effectively and successfully complete the upper level courses required for the program of study.  
  
Supplies and Materials:80,000 A rigorous and consistent curriculum will need to be obtained and supported to allow the students to enter the upper level courses with a solid foundation of knowledge and skills.

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**9. Program Requirements (Cont.)**

9. **Current Pathways** (Focus Area 2): What pathways work currently exists in your region and which stakeholders participate? How does the current work align with the Texas Regional Pathway's Network seven components of a pathway?

N/A

10. Use of Funds (Focus Area 2): How will grant funds be used to: a) increase the number of students in the existing pathway? b) **AND/OR** increase participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved statewide or regional CTE program of study? c) **AND/OR** expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board? Applicants may use LWDA Labor Market Information and resources from TEA to demonstrate labor market alignment. (Note: 2020-21 Perkins Reserve grantees who received Focus Area 1 [planning] grants should describe how they will implement pathways based on this year's planning efforts instead of describing how they will increase the number of students participating in pathways.)

N/A

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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	<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"/>

**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	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

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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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	REGION VII SERVICE CENTER	45,000
7.	PROFESSIONAL DEVELOPMENT	25,000
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

**Supplies and Materials**

11.	SUPPLIES, MATERIALS (CURRICULUM, SUPPLIES NEEDED TO START PROGRAM)	75,000
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs**

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

**Capital Outlay**

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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**

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