



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): NA

1. Applicant Information

Name of organization Chapel Hill Academy
Campus name Chapel Hill Academy CDN 220815 Vendor ID 1756003583 ESC 11 UEI
Address 4640 Sycamore School Road City Fort Worth ZIP 76133 Phone 817-289-0242
Primary Contact Betsy Gilliland Email Betsy.Gilliland@lenapope.org Phone 817-255-2522
Secondary Contact Dr. Victoria Sendejo Email vsendejo@lenapope.org Phone 817-255-2524

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 [] Lobbying Certification
[x] Application-Specific Provisions and Assurances [x] ESSA Provisions and Assurances requirements

Authorized Official Name Dr. Ashley Elgin Title C.E.O. Email ashley.elgin@lenapope.org

Phone 817-255-2500 Signature [Signature] Date 01/23/2023

Grant Writer Name Betsy Gilliland Signature [Signature] Date 01/23/2023

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

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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.

Based on the Community Needs Assessment, Texas Academic Performance Report (TAPR), local data, parent, student and teacher surveys, Chapel Hill Academy has identified three main areas of need: Academic Performance, Student Social Emotional Support, and Parent Engagement.

Academic Performance: The 2021-2022 school year, 71% percent of our students failed to meet grade level or above in standards in all subjects. Specifically, 60% of our students did not meet grade level standards in ELA/ Reading STAAR, 75% of our students did not perform at the meets grade level in math and 87% of our students performed below meets level in science.

To address these learning needs, Chapel Hill Academy would like to continue building the success of our High Quality After School program, funded with Texas COVID Learning Accelerated Supports (TCLAS) grant, using the Afterschool Centers on Education (ACE) blueprint model and add an ACE summer program. Chapel Hill Academy programs will provide teacher led core subject tutoring using High Quality Instructional Materials (HQIM) to address each student's learning needs. Grant staff will be trained on HQIM, Zearn for math and/or BookNook/Amplify for reading and how to progress monitor ongoing data points to reset individual goals that impact programming decisions. Students will be provided with core subject tutoring that connects with grade level curriculum, homework assistance and just in time intervention.

Parent Engagement: Chapel Hill Academy believes that parent engagement is at the heart of long-term commitment to learning success. Our parent survey expressed 100% of families want opportunities to connect to their child's education and school through family learning opportunities. In order to fulfill their requests, a part time Family Engagement specialist has been budgeted in the proposed Century Community Learning Centers (CCLC) funding. The Family Engagement specialist will partner with community organizations to meet specific needs of campus families by providing relevant activities that offer needed educational development, behavior management classes, wrap around services, and connections with other families and parents.

Social Emotional Learning: Students struggling with behavior challenges has increased since the COVID pandemic which has impacted student academic success. Chapel Hill Academy will continue to partner with Clayton Youth Enrichment Afterschool Program to offer enrichment activities that target social skills and social emotional learning. Using the Clayton Quest Curriculum, which is aligned with Texas Essential Knowledge and Skills (TEKS) to enhance the curriculum taught in the classroom, students will learn skills in communicating with one another, problem solving, and the opportunity to work together as a community.

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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.

The grant goals for Chapel Hill Academy are to provide high quality learning opportunities that extend beyond the school day and provide academic and enrichment support to students who are performing below grade level, social emotional learning support and increase student-parent relationships.

Goal: At least 90% of 4th -8th grade students participating in the in ACE after school program will show a 10% growth in math, reading, and science STAAR scores. Score reports from May 2023 will be considered baseline data. Measurable Progress: Northwest Evaluation Association's (NWEA) Measurement of Academic Progress and Growth (MAPS) testing, STAAR benchmark testing, report cards, and ongoing formative assessments.

Goal: Ninety percent of 1-3rd grade students participating in the Ace after school program will show a 10% increase in MAPS testing from the beginning of the year assessment to the end of year assessment. Measurable Progress: Texas Primary Reading Inventory (TPRI), running records, and report card grades.

Goal: Ninety percent of Guardians of students participating in ACE after school program will show increased involvement in student learning by participating in student conferences and family enrichment and educational activities. Measurable Progress: Attendance records at family activities will be taken as well as phone call logs documenting communication on student progress and individualized goals

Goal: Students participating in the ACE after school program who are engaging in social and emotional learning lessons daily, will have zero office referrals during the regular school day and will attend school 95% of the school days. Measurable Progress: Monthly attendance and office referrals reports and quarterly student surveys to measure enrichment activities and engagement with program.

For an effective and sustainable program, it is necessary to have a shared vision and responsibility, with open and frequent communication among all stakeholders. Students, parents, and staff will understand program goals, theories of action and implementation process which will lead to accelerated outcome for students.

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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.

The Site Coordinator along with Site stakeholders will use the Texas Afterschool Centers on Education (ACE) Blueprint and the Continuous Improvement Framework to assure a holistic approach is used when reflecting on data.

From the data analysis, stakeholders will determine what improvement is needed, set goals, and determine necessary actions and strategies. A plan on implementation and monitoring will be determined and how to gather necessary data for to determine what changes need to be made, if any. If downward trends are identified by data points, conversations around implementation of HQIM, researched-based instructional strategies, equity pacing and use of data to make tutoring adjustments must happen to assure goals and fidelity of program are in place. High dosage tutoring walk throughs will take place to assure equitable instructional practices are in place and to determine if additional professional development or coaching is needed.

Continuing conversations with stakeholders will assist in prioritizing needs and change.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

Chapel Hill Academy utilized TCLASS funding to start a High-Quality Afterschool program targeting HB45 students. Staff - Teacher Tutors were recruited to meet to the 1:3 ration for HB4545 students, and Chapel Hill Academy partnered with Clayton Youth Enrichment to provide Social Emotional Curriculum- (Clayton Quest™) which is integrated into problem-based learning and student enrichment activities. Even though Chapel Hill Academy's High Quality Afterschool program has been successful in meeting needs of current HB4545 students, Chapel Hill Academy would like to purposefully target students for continued support in fall, spring and summer to provide High Quality Afterschool to all students in need, in all grade levels, as well as offering family and parental support.

Targeted students for ACE afterschool and summer programming in 1st-3rd grade will be based on need utilizing scores from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment. Targeted students in grades 4th – 8th will have not met passing standards on the STAAR assessment. To prepare for program learning, data for each student will be reviewed, lessons then designed using High Quality Instructional Materials and delivered using researched based instructional strategies. These planned lessons will be aligned to TEKS, geared to excel student learning, and provide needed social emotional learning support in a safe environment. Frequent assessments of learning will take place during tutoring, allowing tutors to make ongoing adjustments to plans and individualized learning goals. All students will have the opportunity to receive interventions, homework help sessions, TEKS aligned engaging enrichment activities, and small group core subject tutorials taught by certified and/or experienced teachers.

Family Engagement Activities – Within the CCLC budget, CHA has requested a part time family engagement specialist to work collaboratively with the Site Coordinator and staff personnel to build a bridge between Chapel Hill Academy and home. Family Engagement Activities will be scheduled and planned based at least once a month based on parent surveys, with school-student need always the focus, and to strengthen family and school relationships to improve student academic outcomes. Chapel Hill Academy's needs assessment reflected in interest in parent support courses on social media, cyber bullying, fitness, nutrition, and student learning platforms as well as educational development opportunities in literacy and math. The family engagement specialist will use surveys for continuous feedback and to evaluate program outcomes.

Student Interest Enrichment- Our partnership with Clayton Youth Enrichment provides in array of enrichment activities based on student input and align to the regular school day. These activities are experimental and hands on with social emotional learning skills embedded. In addition, activities and programs that build skills in science, technology, engineering, and mathematics (STEM) and fine arts will be planned and coordinated to enhance regular school day learning.

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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.

Currently, Chapel Hill Academy's after school program focuses on high quality instructional materials, researched based instructional strategies and high-quality differentiation and scaffolding grounded in educational and institutional equity.

In 2020-2021, Chapel Hill Academy applied to participate in the Texas Education Agency's Resilient Support School Program (RSSP) and was honored to be selected. This program is designed to aide struggling schools with targeted support designed to address unique campus challenges. Chapel Hill Academy has been paired with Achievement Network (ANet), a nonprofit that helps under-served schools boost student learning through effective leadership and teaching techniques. Through this program, Chapel Hill Academy receives technical assistance, focused on COVID-19 recovery, acceleration plans and continuous improvement cycles. The strategic approaches are inclusive of the school community, campus leaders, teachers, and families. Techniques include data assessment, targeted instruction planning, weekly Professional Learning Communities (PLC'S), and progress evaluation.

Since service implementation in 2020, Chapel Hill Academy has demonstrated improvements in its Accountability Rating from D in 2019 to a C rating in 2022 (the first rating since COVID-19 pandemic). With continued RSSP support in place, additional professional development provided and coaching available to teachers and tutors, academics improvements are expected to continue as the application of techniques becomes increasingly robust.

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.

With Chapel Hill Academy being an open enrollment charter school, it has an approved geographical boundary of 17 different Independent School Districts. Due to this large area, Chapel Hill Academy families provide their own transportation to and from school.

At dismissal, as an extra measure of security, students will only be released to parents and guardians who have a school issued ID sign. If a parent or guardian does not have the issued ID sign, the Project Director or Parent Engagement Specialist must check and verify the emergency contact list to pick up the student from school. This procedure is in effect every day of the school year and in place for the security and protection of every student.

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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.

Once notified of funding, the project director will begin to contact priority student's guardians to invite and inform them of the ACE program and availability. Chapel Hill Academy will utilize the ACE Branding Guide and the robust Communications department at Lena Pope to disseminate information of the opportunities of the 21st Century Community Learning Centers using social media platforms, postcards, weekly newsletters and the school website with direct links to registration. Informational material will be provided to families at school events such as registration, meet the teacher and Parent Teacher Association (PTA) events.

In addition, Chapel Hill Academy ACE will host an informational meeting to promote the ACE program and answer questions from stake holders. Recruitment for students will be ongoing with parents having a clear understanding of the student attendance requirements. The Project Director will assure participants always have the most up to date information by maintaining the Chapel Hill Academy ACE website that provides short videos and information highlighting specific details in multiple languages. The family engagement coordinator will begin to promote available classes that will be offered and begin to get additional feedback from guardians on interest.

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)

To ensure safety for all children, when volunteers are utilized, background checks will be conducted and copies of two forms of identification will be required. Once the background check is complete, educational volunteers will receive information on the CCLC program's goals and vision and be placed according to skill level, availability and interest. Volunteers will not be utilized as tutors in the after school programs but are an essential part of supporting students in homework assistance, sponsoring clubs, mentoring, and reteaching skills.

Volunteers can support CCLC leadership by completing surveys, providing feedback on procedures and student engagement. Volunteer recruitment will be on going throughout the school years.

All parents/guardians are encouraged to become a volunteer at Chapel Hill Academy.

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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.

Campus wide efforts are focused on school, staff and student safety promoting an environment free from anxiety and personal well being. Extra measures have been put in place that directly impacts student learning and personal safety such as zero tolerance for bullying and increased teacher monitoring of common areas.

Closing the gaps to ensure smooth and continues pathways to all learners is among the top priorities of the after school program at Chapel Hill Academy. The ACE after school program stakeholders will develop strategies focused on strengthening earning resilience, fostering environments designed to elicit students' full potential and encourage responsive interventions.

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.

Once stakeholders witness academic achievements, the leadership team can reflect on best practices of the after school program to prioritize most effective programs to determine where monies can be reallocated. Chapel Hill Academy will continue to seek additional funding by applying to grants offered through philanthropists, Texas Education Agency and federal programs.

On going meetings to share successes will be held with stakeholders to promote the importance of sustainability and program success. Our long standing partnership with Lena Pope will be utilized to seek funding alternatives.

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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

Chapel Hill Academy is a single campus, open-enrollment public charter school governed and operated by its charter holder, Lena, INC. ("Lena Pope"), a public non-profit charity that has proudly and steadfastly served as a source for emotional, behavioral and education support for the Fort Worth community for nearly 100 years. The Chapel Hill Academy-Lena Pope relationship and infrastructure uniquely positions Chapel Hill Academy and its students to benefit from extended wrap around services and back-office supports that are not routinely afforded to similar campus operators. Chapel Hill Academy campus is appealing to students coping with emotional and behavioral needs due to Lena Pope's long-standing reputation in our community and statewide for effective intervention with this population of students and their families.

Services offered to students are robustly designed to promote optimal learning environments and educational needs for all students.

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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.

Priority 2 – Chapel Hill Academy was awarded Texas Covid Learning Accelerated Supports (TCLAS) Grant Funding: Decision 11-High Quality Afterschool (“HQA”) Supports, to accelerate student learning in the wake of Covid 19. CHA followed the Programmatic timeline and launched their HQA in January 2022 using the High-Impact Tutoring (“HIT”) model, using High Quality Instructional Materials (“HQIM”), Zearn and BookNook, to support reading and math curriculum.

Leadership will meet often to determine the coherence, tensions, and needs of adopted HQIM by looking at data points from different targeted groups.

CCLC grant money will ensure that teachers, tutors, educators, and partners will continue to have the same high quality instructional tools aligned to grade level TEKS, core classroom instruction and learning goals. In addition, it allows HQIM product specific training and professional development on tutoring sessions, researched based instructional strategies, and using data to build on strengths and needs.

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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	Children/adults	Barrier	Some languages
Group		Barrier	
Group		Barrier	
Group		Barrier	

10. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Full Time Project Director-Site Coordinator	\$75,000
2.	Part Time Family Engagement Specialist	\$37,500
3.	Extra Duty Pay for Teachers and Tutors: Fall, Spring and Summer	\$245,000
4.	Benefits	\$33,750
5.		

Professional and Contracted Services

6.	Clayton Youth Enrichment	\$110,000
7.	Evaluation Services	\$3,000
8.	Educational Contractors: Health & Fitness, Family Engagement	\$5,000
9.		
10.		

Supplies and Materials

11.	Supplies to support Enrichment and Academic Activities	\$5,000
12.		
13.		
14.		

Other Operating Costs

15.	Professional Development and Local Travel	\$5,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$25,700

TOTAL GRANT AWARD REQUESTED: \$519,250

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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