



**2019-2020 Perkins Reserve Grant**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

NOGA ID [REDACTED]

Authorizing Legislation

**Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
 Texas Education Agency  
 1701 N. Congress Avenue  
 Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from **July 1, 2019 – August 31, 2020**

Pre-award costs are not permitted.

**Required Attachments**

No attachments are required to be submitted with this application.

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances

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.

2019 02 14

**Shared Services Arrangements**

SSAs are **not permitted** for this grant. **Check the box below if applying as a fiscal agent.**

- The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**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
Increase and Ensure Student opportunity to obtain Industry-Based Certifications for Security Guards.	Becoming an Industry-Based Certification testing site with certified training instructors in high-demand, high wage occupations as Security Guards, Police and Sheriff Patrol Officers.
Increase teacher quality, leadership effectiveness, and organizational capacity by having t certified testing and training instructors. Currently there is 1 certified and the need is to have an additional 2.	By teachers receiving Instructor certifications to become an approved testing site enhancing the quality of instruction in Law Enforcement and becoming a licensed administrator for a TEA-promoted student capstone industry certification.
Improve Instructional programs to provide 220 students enrollment opportunities in dual credit prep-courses, training, & opportunities leading to license, certification, postsecondary degrees & employment.	Promote opportunities through expanded partnerships, internships/externships, community service opportunities, and meaningful employment opportunities for vocational training in high-growth, high-demand and emerging occupations in Security Guards, Police and Sheriff Patrol Officers.

**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 for this program is to develop/implement strategies and college/career pathways to target high-growth, high-demand, high-wage and emerging occupations in Law Enforcement and Criminal Justice creating multiple pathways for students that are critical to state, regional, and local economies, and student academic success by providing opportunities to receive an credential, college degrees, and 2 to 3 employment opportunities. The program strategies are aligned to the marketable skills as identified in high-demand occupations, Texas Accountability Intervention System (TAIS), state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, program and statutory requirements.

**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**

Establishment of the foundational components as the first bench-mark consists of the program design (School-within-a-school model), teacher industry certification for Security Guard to create testing site, student recruitment strategies that include open enrollment opportunities, business partnership agreements providing 3 to 4 internship/externship opportunities, details on course crosswalk of dual-credit courses and sequence providing students with college credits in Law Enforcement and Criminal Justice leading to an associate or bachelor degree in Criminal Justice and industry-based certifications earned for Security guard, along with 3 to 4 work-based learning opportunities for participating students at every grade level and specific activities that are planned to engage students served that will address the regional workforce needs as Security Guards, Police and Sheriff Patrol Officers.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Progress reports for students engaged in dual-credit coursework & industry certification for Security Guards programs to ensure fidelity in program outcomes and providing relevant feedback as to program progression. Examination of Law Enforcement and Criminal Justice curriculum alignment, instructional materials or equipment, programs offered and course of study that fall within the developed instructional calendar, student enrollment, attendance, grading or testing periods and policies along with state-wide assessment review. Have established monthly meetings and engage with Teachers to ensure fidelity of implementation planning and execution. Provide orientation for students and parents along with college and industry partners in order to develop wrap-around strategies and services to strengthen social/emotional skills and academic supports necessary for students to be successful in rigorous academic and work-based educational experiences.

**Third-Quarter Benchmark**

Establish a work-based learning framework with flexible class scheduling that includes real-world experiences connecting the classroom to learning that ultimately provides for students being exposed to career options in Law Enforcement and Criminal Justice. Establish 3 to 4 employer partnership articulation (MOU's) that gives priority status to students for interviews that have completed program requirements and meet minimum job qualifications for Security Guard. Establish data reports of projected enrollment & student demographics to include: 1. approved implementation planning; 2. enrollment guidelines and recruitment plan including methods, materials, & activities; 3. List of high-demand occupations & programs/courses of study leading to these certification and occupations; 4 signed & dated MOU with 3 to 4 business partners; 5. signed & dated MOU & articulation agreement with institutes of higher learning; 6. program of study & crosswalk of structured course sequence certifications for Security Guard ; & 7. Wrap-around services.

**Project Evaluation and Modification**

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

Our commitment & focus on academic excellence allows for our under-served & economically disadvantaged community to embrace challenges as opportunities to achieve & maintain high academic standards through best practices & embedding technological innovations within the classroom that inspire a rich and productive learning environment regardless of socio-economic backgrounds of our student population. The evaluation & modification will be based on the types of data identified that are important to the program design & outcomes including Data Collection Criteria: 1) State assessment results; 2) District & Campus benchmark assessments; 3) standardized open-ended interviews/surveys of teachers, students, parents, administrators, college & business partners; 4) classroom observations by evaluator(s), staff, & administrators; 5) Number/Percentage of teachers that show a significant increase in content knowledge through advanced certifications received; 6) Number/Percentage of students completing certification, TSI, college course credits, and/or work-based education; 7) Number/Percentage of business partnerships through written agreements established during program implementation; & 8) review of program level data throughout the program through the use of industry advisory committees. The action planning will incorporate identified critical success factors (CSF's) to create situational awareness in key areas for targeted growth critical to state, regional, & local economies, & student academic success & will provide resources needed for students to become successful & the program to have access & availability to the latest technologies, labor markets, & career information. These innovative practices will allow for the application of the CSF's that are evidence-based enhancing student acquisition of academic, technical skills, & acquiring knowledge in their chosen industry cluster program of study including: (1) Improving Academic Performance; (2) Increasing the Use of Quality Data to Drive Instruction; (3) Increasing Leadership Effectiveness; (4) Increasing Learning Time; (5) Increasing Parent/Stakeholder Involvement; (6) Improving School Climate; & (7) Increasing Teacher Quality. Therefore, the project evaluation will occur using multiple steps including research and data gathering, skill alignment, reviewing and implementing feedback in order to determine when and how to modify the program.

**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 that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** applicants provide 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.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

**TEA Program Requirements**

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

N/A

**TEA Program Requirements**

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

N/A

**TEA Program Requirements**

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

N/A

**TEA Program Requirements**

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

N/A

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

N/A



**TEA Program Requirements**

**6. FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

The Laredo Independent School District (240901) located in Laredo, Texas is linked geographically/culturally with Mexico, located in the nation's most remote and rural Mexican border regions (Webb County) and is positioned over 150 miles from the nearest urban area where our students live in one of the ten poorest counties in the state and have extremely limited employment opportunities for non-skilled individuals. Laredo ISD has a strong partnership with Laredo College in Dual Credit Career and Technical Education programs that has provided a pathway for our students to contribute to our regional job growth, provides training for a skilled workforce, and provides state of the art equipment for student training preparing them for High Demand job vacancies in our isolated region of South Texas in a High Demand job market.

Laredo ISD is requesting \$30,000.00 to help build the Nixon High School CTE program in Security Guard Certification and increase equity, capacity, and high-quality instructional pedagogies and personal learning environments that significantly improve learning and teaching for High Demand job vacancies in our isolated region of South Texas in a High Demand job market. Nixon High School partnering with Laredo College offers advanced academic courses, specialized training, and the opportunity for vocational training and certification, and early enrollment/dual credit college opportunities. Laredo ISD's CTE programs are uniquely designed and articulated with Laredo College to help students understand the concepts and skills associated with High Demand law enforcement and criminal justice careers in our region.

The Dual Credit CTE program includes our students to get personal training and experience from the expert instructors and allows for our students to receive their Security Guard Certification prior to high school graduation. Students also receive technical dual credit while obtaining their certifications. This development strategy is aligned to the marketable skills as identified in our areas high-demand occupations, Texas Accountability Intervention System (TAIS), state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, and statutory requirements. In addition, the Laredo ISD Leadership Team has identified accelerated achievement and creating Career and Technical Education Testing Site/Licensed Instructor as critical to the state, regional, and local economies as key elements to impacting and creating an organizational culture that is open, collaborative, and supportive of inspiring young minds to achieve their educational and career goals. Increasing teacher effectiveness in industry standards in Law Enforcement and Criminal Justice and expanding teacher capacity and incorporating resources to achieve higher student expectations have been a key part of our core strategy using resources allocated and applying the targeted funding to address specific rigorous, transparent, and equitable Testing Site/Licensed Instructor opportunities that are critical to the state and local economies. Regional labor market information was used in identifying and determining the industry-based certification. The Unemployment rate for Webb County September 2018, 'Not Seasonally Adjusted is (3.6); The poverty rate for Webb County in which the Dual Credit CTE program will be implemented is (27.3%) and the poverty rate for the City of Laredo, Texas where Martin High School is Located is (30.6%); and the The 2017 Population Estimate for Webb county in which the Dual Credit CTE program will be taught according to the Texas Counties: 2017 Population Estimates from the U.S. Census Bureau is 274,794. The Texas Workforce commission data on Target occupations for South Texas has Listed the SOC for (33-3051) Police and Sheriff's Patrol Officers, and (33-9032) Security Guards as Target Occupations for South Texas.

**TEA Program Requirements**

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

The program objectives include identified critical success factors (CSF's) to create situational awareness in key areas for targeted growth in creating a Testing Site/Licensed Instructor under this opportunity. These are the foundational core of the Texas Accountability Intervention System (TAIS) developed by TEA. The CSF's are grounded in evidence-based research that include: (1) Improving Academic Performance; (2) Increasing the Use of Quality Data to Drive Instruction; (3) Increasing Leadership Effectiveness; (4) Increasing Learning Time; (5) Increasing Parent/Stakeholder Involvement; (6) Improving School Climate; and (7) Increasing Teacher Quality. The objective is to provide a Testing Site with a Licensed Instructor for the Law Enforcement and Criminal Justice Career Clusters thereby providing teachers the opportunity to become instructor certified and provide students the opportunity to have a testing site on campus that allows them to receive their security guard certification along with their dual-credits courses granting a seamless transition to externships/internships, and a seamless transition platform from secondary to postsecondary degree options or the police academy. Goals: Create a Testing Site for Law Enforcement and Criminal Justice Career Cluster Pathway; Increase teacher quality and build organizational capacity by having them become certified testing and training instructor; Students will enroll in dual credit preparatory courses leading to license, certification, or postsecondary degrees; and • Students will engage in expanded internships/externships, community service opportunities, and meaningful employment opportunities for vocational training in high-growth, high-demand and emerging occupations in Law Enforcement and Criminal Justice. Nixon High School has identified roughly 225 students that will directly benefit from the funding provided in preparing them for numerous Law Enforcement and Criminal Justice Careers in South Texas ranging from school or store security to canine officers, local police departments, jailers, or federal and State law Enforcement Officers in our region. Becoming a testing site will provide students with opportunities to receive not only their training, but their certifications as well and provides a backdrop for engaging the Law Enforcement and Criminal Justice partners with explorers programs, on-site training, and real world insight and experiences from individuals through out the spectrum of Law Enforcement and Criminal Justice agencies in our region. The Texas Workforce commission data on Target occupations for South Texas has Listed the SOC for (33-3051) Police and Sheriff's Patrol Officers, and (33-9032) Security Guards as Target Occupations for South Texas.

**TEA Program Requirements****8. FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

Currently, Laredo ISD leverages funding to pay all tuition for dual credit courses and industry certifications through local, State, and Federal funding sources providing the dual credit courses articulated tuition fees with local partnerships through the execution of MOU's that describe the goals of the dual credit program and how they are aligned with state goals, a course equivalency crosswalk; a description of academic supports and guidance, the respective partnership roles and responsibilities, and the sources of funding applied for the dual credit courses being offered including tuition, transportation, fees and textbooks for participating students in the dual credit program.

**9. FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

Laredo ISD and the CTE Program is committed to continue to collaborate with our educational and business partners establishing MOU's with Laredo College (LC), Texas A&M International University, Workforce Solutions for South Texas and business partners in providing continued additional dual-enrollment, AP, degrees and certifications , and internships/ externships in high-demand occupations in key local and regional industry clusters and providing opportunities to achieve program objectives and district goals and even greater opportunity for students to transition from secondary to postsecondary educational programs with the inclusion of a Testing Site/Licensed Instructor development strategy in Law Enforcement and Criminal Justice Career Opportunities. In addition, Laredo ISD has implemented purposeful and collaborative outreach efforts to inform all students and parents about the cost/benefit of dual credit, including the enrollment and fees policies. Our commitment and focus on academic excellence allows for our under-served and economically disadvantaged community to embrace challenges as opportunities to achieve and maintain high academic standards through best practices and embedding technological innovations in the classroom that inspire a rich and productive learning environment regardless of the socio-economic backgrounds of our student population. The CTE Program implementation, design and program evaluation of the district's sustainability plan is designed to provide feedback to build capacity and support rigorous professional certification and site testing standards for our offered Career Cluster Pathways. The sustainability plan also provides a mechanism of higher accountability. for teachers, and a coherent sustained leadership program that fosters a synergetic educational environment that emanates academic excellence and transforms the school culture. Nixon High Schools program sequence of courses progress from foundational knowledge and skills in Law Enforcement and Criminal Justice to specific academic and technical skills related to the aligned industry and occupation in Law Enforcement and Criminal Justice. The alignment with Texas labor market data and postsecondary programs ensure our students have better access to high quality career pathways after high school.

**TEA Program Requirements**

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

Nixon High School's CTE program establishes work-based learning that is integrated with classroom learning, allowing students to reflect on and apply what they have learned and develop both technical and transferable employability skills providing a backdrop for preparing our students for the industry-based certification exams. Additionally, the engagement of our Law Enforcement and Criminal Justice partners with explorers programs, on-site training, and real world insight and experiences from individuals through out the spectrum of Law Enforcement and Criminal Justice agencies in our region prepare our students for the industry based certification exams. The Texas Workforce commission data on Target occupations for South Texas has Listed the SOC for (33-3051) Police and Sheriff's Patrol Officers, and (33-9032) Security Guards.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

Our industry partners (Laredo ISD Police Department, Laredo Police Department, Crime Stoppers, Webb County Sheriff's Department, Texas Department of Public Safety, District Attorney, Constables, Courts, Border Patrol, ICE, Customs, DEA, FBI, and Federal Courts) will assist with curriculum development and programs to support relevant and frequent industry experiences for students participating in the Testing Site/Licensed Instructor development strategy as students engage in activities such as the mobile court where court sessions are held at the high schools, Career Days at the campus, and career fairs. The Texas Workforce commission data on Target occupations for South Texas has Listed the SOC for (33-3051) Police and Sheriff's Patrol Officers, and (33-9032) Security Guards as Target Occupations for South Texas. Students in the program have multiple opportunities to engage with our industry partners with explorer programs, intern/externships, and participating in a variety of Law Enforcement sponsored events such as community night out, crime-stoppers menudo bowl, teens in the drivers seat demonstrations, courts in schools, along with many other events throughout the year sponsored by our Law Enforcement Agencies and Criminal Justice Advocates.

**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"/>

**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.*

**5A: 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.

**5B: 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"/>

**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 (6100)**

**BUDGET**

Extra-Duty Pay for Teachers	\$5,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Teacher/Instructor Trainings and Curriculum Alignment	\$3,000
Student Certifications CPR and First Aid as first responders	\$4,000
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

Instructional materials for Law Enforcement Courses and Resources non-consumable	\$1,255
Supplies Non-Consumable Handcuffs, Holsters, Training Guns	\$3,500
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Travel for Required Meetings, Trainings, Seminars	\$5,000
Travel for students to correctional systems, courts, law enforcement entities, Universities, and crime labs.	\$7,000
<input type="text"/>	<input type="text"/>

**CAPITAL OUTLAY (6600)**

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

**Total Direct Costs**

**Indirect Costs**

**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)**

**Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)**

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: 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.**

[Empty box for section selection]

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

[Empty box for describing changes]

[Empty box for section selection]

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[Empty box for describing changes]

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[Empty box for describing changes]