



# 2021-2022 Texas Reading Initiative - Birth to Kinder

Competitive Grant Application: Due 11:59 p.m. CT, June 08, 2021

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](mailto:competitivegrants@tea.texas.gov)

Authorizing legislation:

Grant period:

Pre-award costs:

Required attachments:

## Amendment Number

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

## 1. Applicant Information

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

## 2. Certification and Incorporation

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are/are not permitted for this grant.

**4. Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
61% of low-income families have no books at all in their homes for their children, and on average, children in economically depressed communities have 0-2 age appropriate books in their homes. 80% of preschool (child care) programs serving low-income populations have few to no age-appropriate books for their children.	Books (16,000) will be distributed through a comprehensive, multi-prong, and statewide approach involving multiple partner agencies and state networks of organizations that serve parents and caregivers of young children across the state. Families will be targeted through trusted organizations that adhere to evidence-based practices that reach children in the target geographies as well as priority populations.
Children from low-income homes have limited access to books and literacy resources and information. Because of this, preschoolers from low-income families have fewer home and preschool language and literacy opportunities than children from economically advantaged backgrounds – a major reason that Kindergarten Readiness scores for at-risk populations, including ELL's, low-income, and ECSE children range from 38.7% to 47.3%.	Utilizing a comprehensive data, landscape analysis to effectively target children and families in Qualified Opportunity Zones (QOZ) and the priority populations including English Language Learners, low-income and children with disabilities; B3 will provide mini-grants to state and local community partners that have demonstrated capacity and ability to reach families, to provide high-quality books and to extend literacy resources using evidence-based parenting programs.
Approximately 222,043 eligible 3-year-old children go unserved each year in Texas public pre-k. This equates to \$952 million in FSP funding that is being left unused by LEA's each year. Subsequently, opportunities to access school readiness resources, family engagement, and high quality interactions and instruction during those most critical years of a child's brain development pass by.	ESC-20 will identify opportunities to embed effective family engagement strategies within early childhood systems and programs by aligning, leveraging, integrating, and coordinating family engagement and school readiness strategies, responsibilities, and professional learning opportunities for all roles across early childhood and education systems and programs.

**5. SMART Goal**

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

This proposal represents a unique partnership that brings together state-level reach and leverages community-based expertise to meet the Books Beginning at Birth (B3) grant goals of improving kindergarten readiness by providing high-quality text, streamlined resources and comprehensive support to families of the youngest learners in Texas. Using the funding provided, ESC-20 along with its educational media partners, community organizations and committed stakeholders will achieve the designated program goals by implementing a strategy designed to provide high quality books and access to complementary literacy resources, that are evidence-based, as well as virtual supports to at least 16,000 families (80,000 over 5 years) in high need areas of Texas. Furthermore, this collaborative will simultaneously provide another 204,000 children and their families (1.1 million total over 5 years) with access to age-appropriate learning resources and family education programs that promote reading at home and expose children to high-quality, interactive learning activities and experiences. Through this grant, ESC-20 seeks not only to improve school readiness through high-quality texts and streamlined resources, but to assist in establishing public/private partnerships between early childhood and K-12 education systems and programs. These partnerships have the potential to connect, align, and sustain the high-quality family engagement and essential language and literacy programs that every one of our youngest learners in Texas deserves.

**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**

- 10% or 1,600 children/families will have been recruited and in attendance (priority given to at-risk/economically disadvantaged students)
  - Number and type of recruitment efforts
  - Number of children/families enrolled
  - Number attended
- 25% of literacy partners/partnerships (mini-grants) and plans fully executed and in implementation
  - Number of executed MOU's
  - Number of in progress partnership MOU's
- 25% of partners trained on Quality Assurance Process and data collection to evaluate and monitor progress/performance.
  - Number of staff trained on QAP and data collection by agency

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

1. 40% or 6,400 children/families will have been recruited and in attendance (priority given to at-risk/economically disadvantaged students)
  - Number and type of recruitment efforts
  - Number of children/families enrolled
  - Number attended
2. 50% of literacy partners/partnerships (mini-grants) and plans fully executed and in implementation
  - Number of executed partnership MOU's
  - Number of in progress MOU's
3. 50% of partners trained on Quality Assurance Process and data collection to evaluate and monitor progress/performance.
  - Number of staff trained on QAP and data collection by agency
4. 25% of teacher/provider training completed
  - Number of providers/staff completing family engagement PD

**Third-Quarter Benchmark**

1. 75% or 12,000 children/families total will have been recruited, enrolled and in attendance (priority given to QOZ and at-risk/economically disadvantaged students)
  - Number and type of recruitment efforts
  - Number of children/families enrolled
  - Number attended
2. 75% of literacy partners/partnerships fully executed and in implementation
  - Number of executed MOU's
  - Number of in progress MOU's
3. 75% of partners trained on Quality Assurance Process and data collection to evaluate and monitor progress/performance.
  - Number of staff trained on QAP and data collection by agency
4. 25% of teacher/provider training completed
  - Number of providers/staff completing family engagement PD

**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 Project Manager will be responsible for coordinating with partner organizations and program staff to collect and track project evaluation data according to the schedule required for the internal quality assurance/continuous improvement processes. An independent evaluator will conduct a formative and summative evaluation in order to measure progress in specified areas. The evaluation process will reflect any evaluation requirements that may be established by TEA. ESC-20 agrees to submit the required evaluation reports in the format and time requested by TEA, to include specific critical success factors and milestones to be developed by TEA. ESC-20 will collect data and report on the following mandatory performance measures:

- Number of children (ages 0-4) enrolled in a B3 program.
- Number of books distributed and how.
- Number of children/families enrolled in Bright By Text.

The independent evaluator will conduct a Formative Evaluation that will focus on project activities both quantitative and qualitative being implemented; and a summative evaluation to determine whether project activities met the SMART goal metrics and if the program as it was implemented promotes positive impacts such as increased parental involvement and participation, parent satisfaction with activities and events, etc. The evaluator will analyze data on a quarterly basis to gauge program strengths and areas for improvement and will recommend program modifications to better strengthen services as needed.

ESC-20 will utilize the program evaluation interim reports to determine when and how to modify the district program needs. The evaluation will generate actionable and relevant information about program processes and outcomes, that will assist ESC-20 in understanding areas of the program that are going well and identify areas that can be improved to maximize outcomes. Findings will also support efforts to sustain what is working by providing objective results to be shared with internal and external stakeholders. The recommendations provided by the evaluator will be addressed by working in collaboration with the program manager throughout the evaluation process. Based on the information gathered during the process, next steps will be identified to: 1) continue with the current program, and/or 2) improve certain areas of the program.

Data will be analyzed quarterly and will include both quantitative and qualitative data aligned to the program benchmarks/SMART goal. At least quarterly, ESC-20 will meet with partners and stakeholders to formally analyze current data and implement a continuous improvement process based on results of the analysis and partner/stakeholder input. Data will be analyzed at every level of implementation, and appropriate actions or adjustments will be planned. The program manager will oversee implementation and subsequent monitoring of changes. Data will include but not be limited to benchmark results and engagement data. In addition, parent input and responses will be examined as well as that of partners. Bi-weekly checkpoints will occur with partner's leadership/staff. The Project Manager will ensure coordinated and swift efforts to address any issues that hinder progress.

Evaluation data again will be used to modify the project for sustainability by identifying the activities that are having a positive impact on parent engagement and participation.

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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 that proof of nonprofit status will be submitted with the grant application.
4. The applicant provides assurance to adhere to all program objectives as noted in the Request for Grant Applications (RFA) and agreed-upon required activities and shall provide the Texas Education Agency (TEA), upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance to provide updates to TEA to a pre-determined timeline.
6. The applicant provides assurance that the grant funding will be used to serve children, ages 0-4.
7. The applicant provides assurances that they will complete a landscape analysis and develop a strategic plan for implementing the Books Beginning at Birth Program.
8. The applicant provides assurances that they will develop a system to identify, recruit and retain families to participate in grant activities.
9. The applicant provides assurances that they will partner with a vendor to provide high-quality books and supporting resources to families through a book distribution and/or lending service that meets the requirements of the grant.
10. The applicant provides assurances that they will partner with evidence-based parenting program(s) to provide families with access to high-quality, ongoing parent education trainings and resources, specifically related to early literacy development.
11. The applicant provides assurances that they will develop a process for collecting participation data and data to evaluate the effectiveness of the Books Beginning at Birth program. The data will be analyzed regularly to make responsive, data-driven decisions.
12. The applicant provides assurances that they will provide TEA with quarterly reports that summarize the impact and effectiveness of the Books Beginning and Birth program. Reports will include participation numbers, including disaggregated data by subcategories (as defined by TEA), kindergarten readiness data (literacy skills only), family satisfaction survey data, and any additional data as requested by TEA.

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## 9. Statutory/Program Requirements

1. How will the subgrant funds be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood education programs? Please include an analysis of data that supports the proposed use of subgrant funds.

Exposure to books and positive and numerous interactions with peers and adults in the first three years of life are essential to robust brain development. To this end, ESC-20 proposes a 3-pronged approach to enhancing language and literacy development and school readiness of children.

### Community Mini-Grants

In communities across the state, many programs and organizations are already providing early literacy support and resources to children and families. ESC-20 will leverage existing networks of key organizations with statewide reach, including United Ways of Texas, Texas PBS, and the Texas Library Association. United Ways of Texas will manage a mini-grant process that will provide funding to trusted, community organizations, including local child care programs, libraries, health care providers, parenting programs, United Ways, libraries and others to engage children and families in book knowledge and best practices in early language and literacy. A consistent review process will be used to determine funding awards based on the organization's proposed recruitment and execution plan, as well as the program's ability to serve children and families in targeted QOZ's, low-income, ELL, and/or ECSE. United Ways of Texas has managed similar statewide

2. How will the subgrant funds be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development?

Our approach is designed to build collective community capacity to provide sustainable improvements in literacy teaching and learning by pairing book distribution with leadership training (i.e., center directors, organizational leaders, instructional leaders, parent liaisons, etc.) through systemic professional development for all mini-grant and lending library recipients. ESC-20 will lead the professional development for B3 by intentionally integrating our expertise on literacy development and growth with the existing ongoing roles and responsibilities of local agency staff to support sustainable and meaningful change. In addition, it draws from research on organizational capacity building by significantly investing in adult professional learning to build the kind of local expertise and strategies that sustain continuous improvement processes. Below are the key strategies we will implement in support of the above goals to ensure all the adults serving children and families hold a shared belief and understanding of practices to support students' reading achievement across content areas starting at birth.

Distribute books in multiple settings to increase the number and diversity of books in homes, childcare centers, hospitals, etc. through the disbursement of community mini-grants administered by the United Ways of Texas.

Provide early literacy and organizational capacity building for literacy leaders of the mini-grants.

Each year of the project, literacy leaders of each mini-grant will participate virtually in a Books Beginning at Birth Institute, w

3. How will the activities assisted under the subgrant be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels?

ESC-20 has been and continues to be a key part of initiatives that are assisting in building this foundation as it relates to reading. It builds on and leverages work with kindergarten through fifth-grade teachers in low-performing schools and schools with a high percentage of students qualifying for free and reduced-priced lunch to understand the state standards in the Texas Essential Knowledge and Skills (TEKS) and developing classroom strategies that support students' success in achieving them. In the fall of 2016, ESC-20 was awarded a state contract to provide struggling schools with Reading Excellence Teams (RET) that provide high-quality, targeted, intense, data-driven training to improve student reading outcomes. The goal of each RET is to use coaching to provide foundational literacy support to teachers and school leaders in grades K-3. Reading Specialists use data-based lesson design to collaboratively work with teachers to increase their capacity to positively impact student achievement. Using a Balanced Literacy Model, RET provides professional development and coaching to help teachers bridge the concepts of Guided Reading, Shared Reading, Reader's and Writer's Workshop, and Independent Study. RET support goes beyond traditional professional development. Because it offers a sustained period of support, it is able to build leadership capacity, including around

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

4. How will the subgrant funds be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry?

Qualitative and quantitative measures will be maintained for each partner organization and mini-grantee. Data to be collected will include the number of books distributed, the number of parents, teachers and providers trained in literacy support, and well child visits that include literacy reinforcement. Quality measures will examine the transfer of strategies from training to practice and resulting changes in the volume of reading of parents in the home.

ESC-20 proposes to use the following data/methods from participating families:

Level of Family Engagement: # of sessions attended  
 QR code in every book to answer brief questions and receive book coupon  
 Viewership from Texas PBS stations (Nielsen Ratings)  
 Pre and Post Evaluation for all parent education  
 Pre and Post Interview for participants in parent education  
 Pre and Post Evaluation for childcare center directors/staff

5. Provide a plan for how you will recruit, enroll, and retain families with children ages 0-4 in the Books Beginning at Birth Program and outline how you will target families within the Qualified Opportunity Zones (QOZs), with an additional emphasis on serving low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. Be sure to include a breakdown for the anticipated # of children served each year (identifying the continuation children vs. new children).

Books Beginning at Birth is premised on the fact that increased access to appealing books can support children's reading achievement when paired with support from adults. Reading volume matters, both at home and in the classroom. The number of books in the home has been shown to be associated with academic performance. Additionally, a child's time with books is important, as this time translates to vocabulary and language acquisition. In particular, it is important to provide children with increased access to books that build background knowledge and access to high quality, engaging reading materials is an important first step in increasing school readiness and subsequently student achievement in later grades.

#### Targeting At Risk Families

A landscape analysis will be conducted in partnership with FirstBook who will leverage their existing research to study the 628 identified Qualified Opportunity Zones (QOZ). First Book Research & Insights is an initiative that leverages proprietary data generated from more than 25 years of working with educators serving children in need, combined with publicly available information on a range of poverty measures. Utilizing a data and mapping tool, Policy Map, First Book's Research and Insights Team will be able to analyze and compare different data sets to examine variables including:

6. Explain how you plan to distribute books to families on an ongoing basis and identify who you plan to partner or collaborate with to increase access to books and supporting materials for families. Be sure to outline how you will ensure quality implementation and family usage.

Funding for the Texas Books Beginning at Birth Program will be used to strengthen community-based efforts to serve low-income, families by leveraging local and trusted messengers in the community. ESC-20 will work with First Book to purchase 20,000 multilingual, culturally-competent books in year 1 at significant savings and utilize existing local infrastructure and relationships to leverage administration of the program, including book distribution, the dissemination of family tip sheets with information on key early literacy activities and their effect on early brain development.

Reading to children ages 0 to 5, as well as their ongoing exposure to books, has been shown in a myriad of studies

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**9. Statutory/Program Requirements**

## 6. Response Continued:

to have a profound impact on cognitive development that lasts well beyond a child's fifth birthday. Children who are read to multiple times each day, hear an estimated 1.2 million more words than children who are read only one book per day. This is commonly referred to as the "million-word gap," and significantly impacts a child's vocabulary development and school performance.

The book distribution strategies that will be employed in B3 include:

- Distributing books directly to students and families, including providing books in Spanish to families whose home language is Spanish to identified community organizations through the funding of mini-grants through local, commu

7. Identify what type of parent education program(s) you plan to use and how you will ensure families are participating in the trainings on a regular basis. Be sure to identify the research-based literacy practices that will be included in the trainings and how the trainings will connect to the book program.

This project through B3, mini-grant recipients will be required to use an evidence-based parenting program such as, Parents as Teachers, HIPPY, Early Head Start or other evidence-based parent programs to ensure that parents are being supported through quality programming. Texas is fortunate to have various evidence-based parenting programs operating throughout the state, but none is statewide and consistently in the Qualified Opportunity Zones. Our approach allows for flexibility in partnering with various existing evidence-based programs, requiring that they meet a level of quality in order to draw down the mini-grant for book distribution. Texas is fortunate to have many different evidence-based programs, but none of those programs are consistently available throughout the state. The benefit of the proposed strategy leverages the network of various established programs to meet families where they are at. If there is not an evidence-based parenting program available, an organization may still apply for and receive a mini-grant by receiving training from ESC-20 on PALS and/or Teaching Together.

This approach builds on the uniqueness of communities throughout the state that may have a range of existing parent programs across the state, meeting communities where they are to build their capacity to serve more parents and to reinforce the work that they are doing with parents and caregivers to be their child's first teacher.

A mini-grantee could utilize the PALS: Play and Learning Strategies for parents of children 0-3, and Teaching Together for parents of 3-5 year olds. ESC-20 will work with the Children's Learning Institute to provide training for a mini-grantee's parent educator who will present sessions to the parent(s) and coach the parent(s) in using specific techniques. The PALS Infant curriculum consists of 10 sessions and is appropriate for parents of infants from about 5 months to 18 months. PALS Toddler consists of 12 sessions and is appropriate for parents of toddlers from about 18 months to 3 years. Used across the state of Texas, as well as in nearly 30 states across the country, PALS conti

8. How do you intend to collect data from the participating families on kindergarten readiness (literacy skills only) and overall family experience? Please identify the specific ways you will collect the data, how often it will be collected, and name the process for communicating the data to TEA.

ESC-20 proposes to collect the following data from participating families:

Level of Family Engagement: # of sessions attended  
 QR code in every book to answer brief questions and receive book coupon  
 Viewership from Texas PBS stations (Nielsen Ratings)  
 Pre and Post Evaluation for all parent education  
 Pre and Post Interview for participants in parent education  
 Pre and Post Evaluation for childcare center directors/staff  
 Kindergarten Readiness: TX-KEA or Kindergarten BOY  
 TEA: TBD

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**9. Statutory/Program Requirements**

8. Response Continued:

Each session that a participant attends will have an exit ticket to determine their level of satisfaction and likeliness of implementation for that session. The grant evaluator will engage in the following to ensure comprehensive data collection:

- (a) Coordinating with ESC-20 to gather/analyze targeted school readiness data from district and state databases for PreK and K data over the next 5 years;
- (b) Designing and distributing email surveys and conducting a random sampling of interviews to enrolled participants to ascertain their information about reading practices and book availability, and action.
- (c) Compiling data from First Book related to number of books distributed; and the number of families and children served;

9. Describe your organization's capacity for grant management, including data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. List the organization's key individuals that will play a role in grant activities and describe their expertise and experience in early childhood education.

The mission of ESC-20 is to positively impact the learning community through high quality, cost effective products and services. This is primarily accomplished through providing staff development and training to the over 30,000 teachers, administrators, and school district staff that work in our service area.

ESC-20 has an extensive history of both developing and delivering professional development Pre-K-12th grade and has a proven track record of supporting teachers and administrators in the implementation of best practices in effective instruction. A comprehensive approach utilizing research-based practices is used to develop and deliver professional development, products and services and provide technical assistance to clients across the region.

Most recently, ESC -20 has completed a federal grant whose main objective was also to increase the number of books in home, classroom, and school libraries by distributing more than 108,000 books over 3 years. Book distribution in birth-grade 5, where students either at school or well-child visits are allowed to select books, will build students' literacy skills, especially through the professional development provided to adults (teachers, librarians, families) to support students' engagement with text. This project pairs book distribution with professional development and family engagement activities around critical aspects of book sharing, reading instruction, and supported independent reading time, and high quality, interactive read alouds. Through the grant ESC-20 was able to distribute over 108,000 books to families, at the offices of medical professionals and through library and other community events as well as part of curated collections of diverse books.

**10. Equitable Access and Participation**

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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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.	Project Manager/Support	\$136,379
2.	SS/Medicare	\$10,433
3.	Unemployment Compensation	\$360
4.	Worker's Compensation	\$600
5.	TRS	\$1,023

**Professional and Contracted Services**

6.	Consulting Services	\$405,000
7.	Non-Cap Furn/Equip	\$5,000
8.	Fuel	\$1,000
9.	Travel	\$6,000
10.		

**Supplies and Materials**

11.	General Supplies	\$4,174
12.		
13.		
14.		

**Other Operating Costs**

15.	Centerwide	\$9,000
16.	Building Costs	\$6,255
17.		

Direct administrative costs: **\$44,775**

**TOTAL GRANT AWARD REQUESTED: \$629,999**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
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