2024-2025 Stronger Connections Grant
Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

TEA
Texas Education Agency

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.

The application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement

Authorizing legislation: PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

Grant period: From **11/15/2023** to **09/30/2025**   **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: N/A

Amendment Number

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

1. Applicant Information

Name of organization Ramirez CSD

Campus name Ramirez Elementary   CDN 066005   Vendor ID 74-6002228   ESC 2   UEI L9HNMXNNL

Address 10492 School ST   City Realitos   ZIP 78376   Phone 361-539-4343

Primary Contact Gloria Hamill   Email ghamill@ramirezcsd.net   Phone 361-539-4343

Secondary Contact Marcie Braswell   Email mbraswell@ramirezcsd.net   Phone 361-539-4343

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

Authorized Official Name Gloria Hamill   Title Superintenden   Email ghamill@ramirezcsd.net

Phone 361-539-4343   Signature *Gloria Hamill*   Date 6/21/2023

Grant Writer Name Kirstie Ramirez   Signature *kirstie Ramirez*   Date 6/22/2023

○ 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 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
We are located in a small, rural part of Texas. Unfortunately, our geographic location contributes to a high student Economically Disadvantaged rate of 96.2%, which qualifies us for 5 priority points. (Source: 2022-2023 PEIMS Data)	To address our ED students' needs, Ramirez CSD (RCSD) will: 1) Purchase Ripple Effects Software, to personalize social emotional skill building & promote positive and mental health of our students. 2) Create/administer campus climate surveys, to ensure these students feel their needs are being addressed. 3) Purchase technology to provide private telemedicine for those who cannot afford it.
Within the last year, local law enforcement has apprehended 58 undocumented individuals. The constant threat of immigrants increases our students' mental/emotional needs. (US Customs & Border Patrol.	1) Partner with the local Sheriff's Dept. to promote drug prevention. 2) BASE SEL Curriculum will be purchased to improve student mental and emotional safety. 3) Prevention/de-escalation techniques will be provided to staff. 4) Raptor and LearnSafe detection software will be used to prevent and respond to self-harm student safety threats.
Our current absenteeism rate is 28.1%, which is nearly 2x the state's average of 15%. (2021-2022 TAPR)	1) Create a Teacher-Student mentorship program that improves the school climate. 2) Teachers/staff will work with parents to determine if any barriers limit student attendance. 3) PBIS incentives will be distributed to students that show good attendance. 4) A sensory room will be furnished to give our students a sense of belonging, thereby, improving attendance rates.

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.

We aim to reduce bullying, violence, and acts of hate. To ensure this is done, we created the following SMART Goal: SPECIFIC: Work with Region 2 ESC and TEA provider (s) to reduce absences by 10% and improve the number of students referred for and receiving mental, behavioral, emotional, and physical health services by 10%. MEASURABLE: Progress will be measured through finalized MOUs, non-academic support for students, the Community Engagement Surveys, and PEIMS data. ACHIEVABILITY: This is achievable, considering we will develop partnerships with TEA providers, Texas Center for Student Support, and Region 2 ESC. RELEVANT: Creating a safe, inclusive, and supportive learning environment for improving academic achievement and well-being is necessary. TIMELY: The targeted improvements will be achieved by 9/30/2025.

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

1) Market and hire grant-funded positions. 2) Train new personnel and campus staff. 3) Align the student support team structure with the behavioral threat assessment team. 4) Invite parents, students, and staff to provide input and establish a Student Support Program at our campus. 5) Work with TEA to identify an approved partner (ESC) who can provide professional and contracted services as part of the Texas Center for Student Supports. 6) Meet with Region 2 ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program. 7) Purchase supplemental supplies, Ripple Effects/BASE curriculum to address students' SEL, and mental health needs while emphasizing bullying and drug prevention.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

• Continue to engage in planning activities for the Student Support Program, which will occur from the program's inception until implementation in the 2024-2025 school year.
• Work with the Texas Center for Student Supports to align contracted professional development trainings to the needs identified by our Student Support Program.
• Identify stakeholders, including grant staff and community members, to serve on the advisory committee.
• Integrate a data collection system and student management system to support the student support team structure.
• Collaborate with the Texas Center for Student Supports to develop a family engagement program that involves parents/caregivers/guardians.

Third-Quarter Benchmark

• Collaborate with stakeholders to identify additional avenues, funding streams, and alternative sources of funding to ensure activities are sustained after grant funding ends.
• Respond promptly to TEA's requests for program development, implementation, performance, and evaluation data.
• Implement the data collection and reporting system provided by the state's vendors to collect and analyze data for monitoring the effectiveness of the Student Support Program implementation.
• Conduct at least 2 advisory committee meetings to discuss the program's effectiveness in changing the way the district supports, addresses, and responds to bullying, violence, and acts of hate.

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.

We will utilize evaluation data from various sources to determine when and how to modify the program. This data will be comprehensive, covering a wide range of aspects, including our Community Engagement Survey outcomes, grant goals and objectives, quarterly benchmarks, attendance, threat assessments, and grades.
How evaluation data will be used to modify the program:
• All campus personnel, including those on our threat assessment team, will review the aforementioned evaluation data monthly.
• Based on these meetings, we will assess whether the grant being implemented is progressing according to plan. If the quarterly benchmarks and SMART goals are not on track to be met or making progress, we will meet with Region 2 ESC and/or the Texas Center for Student Support to address the identified issues for sustainability. If, after these meetings, it is determined that modifications must be made, we will send out notifications to the community, students, and staff to notify them of any changes and adjustments to the program. If any of these change the scope/ services proposed in the grant, we will submit an amendment to TEA to receive authorization to make these changes.
By receiving input from TEA and listening to feedback and suggestions obtained from stakeholders, we will be able to receive continued buy-in and prolong grant sustainability.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2024–2025 Stronger Connections Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

☒ 4. The applicant will formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.

☒ 5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.

☒ 6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.

☒ 7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.

☒ 8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.

☒ 9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.

☒ 10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.

☒ 11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.

☒ 12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.

☒ 13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).

☒ 14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

Due to our rural and isolated location, Ramirez CSD only has one campus. This campus services grades PK-6. Therefore, we did not need to identify specific campuses to target for the Student Support Program. While this was not needed, we did review the following factors, to determine if this grant, and the Student Support Program, were something that we needed:
• Number and Percentage of underprivileged populations (i.e., at-risk, economically disadvantaged, etc.) will be prioritized.
• Factors such as staff expertise, infrastructure, existing support services, and partnerships with external organizations.
• Academic, social-emotional, and behavioral needs of students at our campus (PEIMS reports will be reviewed to assess this data).
• Student achievement scores, attendance rates, and demographic data.
• Feedback from school administrators, teachers, staff, parents, and community members will be used to gain insight to which strategies and resources will be used from the Student Support Program.
• Enhancement plans or similar documents that detail goals and tactics for improving student performance were reviewed to ensure they align with the program's goals and thus benefit from the extra assistance.
Based on the review of this data, the district determined that our campus could benefit greatly from the Student Support Program that will be implemented with this Stronger Connections Grant Program.

2. Describe how the LEA will ensure that campus leaders and staff are committed to the success of the Student Support Program.

RCSD will provide students with a safe, inclusive, and supportive learning environment. To ensure this is done, our district will implement the following measures, which promote staff commitment:
• We will provide adequate resources, including funding, staffing, and support services, to facilitate the implementation of the SSP. This will ensure the campus leader and staff do not get overwhelmed with the grant initiatives and remain committed to its success. Training and support assistance such as management, reporting, and compliance will also be provided through district contracted services to foster grant success.
• We will ensure that the campus leader and staff receive clear communication and training regarding the program's goals, objectives, and activities. This will help them better understand the importance of the program's implementation; thereby, promoting commitment.
• To foster collaboration and engagement, we will ensure a collaborative environment is cultivated, actively involving the campus leader and staff in the development and implementation of the SSP. Open dialogue, feedback mechanisms, and involvement by stakeholders in decision-making processes will encourage commitment to the program.
Through these strategies, we will ensure the full commitment of the campus leader and staff in the SSP. By doing so, the program will effectively address issues like bullying, violence, and acts of hate, while also supporting students' holistic needs.

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9. Statutory/Program Requirements (Cont.)

3. Describe how the LEA will engage parents and families to solicit support for the program.

To solicit parent and family support for the program, we will employ various engagement strategies, including:
• Identifying dedicated committees to provide a platform for parents and families to contribute opinions, suggestions, and concerns regarding the Student Support Program (SSP). Their valuable input will influence program planning and implementation.
• Utilizing media outlets and our two-way communication process to establish partnerships that promote the program's purpose and benefits to parents and families. With these media outlets, we will actively seek their support and involvement. Communication methods will include but are not limited to phone calls, notes to parents, newsletters to families, emails, parent meetings, and parent-teacher conferences.
• Promoting collaboration with our parent organization to engage parents and families in supporting the SSP. This will be done by holding multiple meetings, workshops and events to foster dialogue and active involvement in achieving the grant's goals.
• Offering informative sessions to educate parents about the program's objectives, strategies, and outcomes. Emphasis will be placed on addressing mental, behavioral, emotional, and physical health of our school culture.
• Collecting parents and families input through our Community Engagement Surveys and feedback mechanisms. Regular assessments will gauge satisfaction levels, gather suggestions for improvement, and measure the program's impact on students and the community.
• Leveraging the family engagement services provided by TCSS to cultivate support with parents and families.

Overall, we will implement various strategies and activities to engage parents and families and garner support for the program. This will result in increased active participation and support from parents and families.

4. Describe how the LEA will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program.

To guarantee adequate staffing for the establishment and implementation of the student support program (SSP), we will implement the following strategies:

1. Comprehensive Staffing Assessment: Evaluate staffing needs based on our campus's student population and required services.

2. Resource Allocation and Hiring: Allocate additional resources to hire an expert that can address chronic absenteeism, increase and build the relationship between teachers, and parents and students, and support students' needs. With grant funds, we are proposing to hire a Guidance Support Specialist.

3. Professional Development: Provide sufficient, year-round training and development opportunities to enhance the skills of existing and new staff. These enhanced skills will aid staff in supporting students within the program.

4. Partnerships with External Organizations: Expand our collaboration with external organizations, such as the Texas Center for Student Support, Duvall County Sheriff's Department, Texas Department of Public Safety, and Region 2 ESC to provide additional external mentors, support staff and school safety (Note: all mentors/staff will undergo the required background checks). By doing this, we will ensure campus leaders and staff are not overwhelmed with the grant initiatives and remain committed to its success.
By ensuring adequate staff through comprehensive assessments, resource allocation, professional development, and partnerships, we will maximize the impact of the SSP on student success, well-being, and overall academic growth.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the campuses will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

If awarded the grant program, Ramirez CSD will integrate current behavioral threat assessment processes into the student support team structure. To ensure alignment, we will take the following steps:

• Conduct a comprehensive evaluation of our campus' existing behavioral threat assessment procedures. This includes reviewing documentation, protocols, and guidelines currently in place.
• Look at gaps and analyze the current practices to identify the strengths and areas that require improvement. This assessment will provide valuable insights into our campus's ability to effectively address behavioral threats.
• Implement a student support team structure that will be designed to incorporate and enhance the existing behavioral threat assessment systems. This integration will ensure a seamless transition and promote continuity in addressing potential threats.
• Offer training and collaboration with expert partners. Comprehensive training and professional development services will be provided to the student support team members to familiarize them with the current behavioral threat assessment procedures. This training will emphasize the importance of collaboration among team members and the utilization of existing systems.
• Offer continuous improvement by conducting on-going evaluation and feedback mechanisms to monitor the effectiveness of the integrated systems. This feedback will help us make necessary adjustments and improvements to ensure the student support team structure remains aligned with the campus's behavioral threat assessment practices.

By aligning the current behavioral threat assessment systems with the student support team structure, we are certain this will help us enhance the overall safety and well-being of students across the campus.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

We take a proactive and comprehensive approach to identify student support needs and cultivate partnerships with external mental health and behavioral health providers.

How our district currently identifies student support needs:
• To identify student support needs our campus leader and teachers conduct assessments and screenings that encompass overall mental health and student well-being aspects. Additionally, we conduct meetings with our campus leader, teachers, parents, and students to assess student mental health. This comprehensive approach allows us to gain a better understanding of the challenges students may be facing.
How our district currently identifies and establishes partnerships:
• We identify external mental health and behavioral health providers who specialize in the services we need. During this identification process, we consider factors such as qualifications, experience, expertise, and available services. If the providers meet our standards and align with our goals and values, we formalize contracts/MOUs between our district and the provider.
• Once the partnership is formalized, we communicate regularly with our external mental health and behavioral health provider to ensure collaboration and effective service delivery. This includes monitoring service quality, collecting feedback, and addressing issues or concerns.

In conclusion, RCSD will adopt a proactive and comprehensive approach to identify student support needs and foster partnerships with external mental health and behavioral health providers.

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9. Statutory/Program Requirements (Cont.)

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

We currently partner with Region 2 ESC to support and improve student well-being and academic outcomes. This collaboration includes:
1. Mental Health: We collaborate with Region 2 ESC to receive evidence-based professional development training that covers mental health issues. Topics discussed include ways to address and identify students exhibiting signs of depression, anxiety, and suicidal thoughts. In addition to the ESC, we also work with the Texas A & M University – Kingsville, to receive counseling services that promote improved student mental health.
2. Behavioral and Emotional Health: We collaborate with the ESC to establish early identification and intervention systems for students suffering from mental disturbances.
3. Physical Health and Well-being: While Region 2 ESC doesn't help us in providing any specific physical health and well-being activities, we do partner with Texas A&M Extension Center to receive these kinds of services. Through this partnership, our students, teachers, and families are provided with the following sessions: mindset growth, healthy eating, and cooking initiatives.
4. Academic Outcomes: Professional development opportunities are provided to our teachers. These trainings focus on research-based strategies, data analysis, and personalized learning. The partnership also supports curriculum development, assessment design, and the implementation of interventions for our students who are struggling academically.
In summary, RCSD partnerships are instrumental in supporting and improving student mental health, behavioral and emotional well-being, physical health, and academic outcomes.

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

RCSD will leverage the grant program to supplement and improve our current services and supports for student mental health, behavioral and emotional health, and physical health and wellness. The ways we will supplement current offerings can be seen below:

• For mental health, we will allocate funds to increase evidence-based programs, including additional counseling services, specialized training for teachers and staff, and resources for accessing mental health support. (i.e., Ripple Effects/BASE SEL curriculum and LearnSafe a self-harm detection software).
• For behavioral and emotional health, we will dedicate a total of 16% of our grant funds to enhance/expand partnerships with the Region 2 ESC and the Texas Center for Student Support. In addition to these partnerships, we will use grant funds to create a Teacher-Student mentorship program. This program will strengthen relationships between students and staff, thereby improving school climate and promoting improved student emotional and behavioral health.
• For physical health and wellness, we will establish a partnership with the Texas A&M Extension Center, to promote healthy habits, increase physical fitness education, and receive guided extracurricular activities.

Through the grant program, we will expand offerings by providing professional development opportunities, implementing early identification/intervention systems, and promoting healthy habits. This comprehensive approach is designed to address diverse student needs and build trust with student relationships and student to staff.

9. Enter the LEA Total Enrollment: 21

10. Enter the Regional Educational Service Center that serves the LEA: 2

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10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

○ Yes ⦿ No

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

Are any private nonprofit schools participating in the grant?

○ Yes ○ No

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

Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment _____

2. Enrollment of all participating private schools _____

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2) _____

4. Total current-year grant allocation _____

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit _____

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5) _____

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3) _____

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2) _____

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12. Request for Grant Funds

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

Payroll Costs

1.	(1) Guidance Support Specialist - support services & intervene chronic absences. (22 mo)	$64,167
2.	Administrative Clerk performs data entry/tasks to help with operation of the program (22 mo)	$51,333
3.	Extra Duty pay for Teachers providing Mentoring Program (22 months)	$42,351
4.	Salaries referenced include the following fringe benefits calculated at 16% (22 months)	$25,256
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	$21,000
7.	Required 10% of funds to the Texas Center for Student Supports	$35,000
8.	Data collection/analysis to identify best practices and strategies to support the program.	$35,000
9.		
10.		

Supplies and Materials

11.	Technology/software-SEL curriculum, personalize support for students (Ripple Effects/BASE)	$35,000
12.	PBIS Management System/Sensory rooms help promote/teach/reinforce positive behaviors.	$9,000
13.	All-in-one health (LearnSafe/Raptor) self-harm detection-alerting admin. of potential threats.	$14,393

Other Operating Costs

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (2 employees).	$6,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC (2 employees).	$4,500
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		

Direct administrative costs:	$7,000
Indirect administrative costs:	0
TOTAL GRANT AWARD REQUESTED:	$350,000

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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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