



2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by **email**, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov.

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

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 UEI

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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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
Increase the percentage of students reporting a positive and safe school environment from 85% within the next academic year, as measured by anonymous surveys conducted biannually.	<ol style="list-style-type: none"> 1. Comprehensive Training for Staff 2. Implement Evidence-Based Programs 3. Parent and Community Involvement 4. Monitor Progress and Feedback
Staff needs to receive personalized trainings on responding to all students' behaviors, including those with disabilities (25%), to 90% by year-end, fostering an inclusive learning environment for all.	<ol style="list-style-type: none"> 1. Conduct a comprehensive needs assessment to identify specific areas of needs 2. Based on the needs assessment results, design personalized training programs 3. Engage expert instructors, such as behavioral specialists 4. Offer ongoing support and coaching to staff members as they implement newly acquired strategies
Increase resources for families to foster a safe and inclusive learning environment, given that only 5% of adults in our zipcode have a bachelor's degree or higher.	<ol style="list-style-type: none"> 1. Initiate a home visitation program where staff regularly visit families. 2. Create and facilitate Parent Education Academies to empower parents. 3. Organize resource fairs within the community that provide access to a variety of educational, health, and social services for families.

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.

By the end of the next academic year, the school district will increase the percentage of students reporting a positive and safe school environment to 85%, as measured by anonymous surveys. Staff members will receive personalized trainings on responding to all students' behaviors, including those with disabilities (25%), with a target completion rate of 90% by year-end. The district will also allocate resources to enhance family engagement in fostering a safe and inclusive learning environment. These objectives aim to promote improved academic achievement and enhance students' and their families mental, behavioral, emotional, and physical health and well-being.

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

- *Conduct an anonymous survey to measure the current percentage of students reporting a positive and safe school environment.
- *Evaluate the initial response rate of staff members participating in personalized trainings on responding to all students' behaviors, including those with disabilities.
- *Assess the progress in resource allocation for family engagement initiatives, including the development of outreach programs and partnerships with community organizations.

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

- *Administer another anonymous survey to track the percentage of students reporting a positive and safe school environment, comparing the results to the baseline from the beginning of the grant period.
- *Monitor the completion rate of staff members in personalized trainings, evaluating if the target of 90% completion by year-end is on track.
- *Review the effectiveness of family engagement initiatives, analyzing feedback and participation rates to ensure resources are effectively utilized.

Third-Quarter Benchmark

- *Conduct a mid-year evaluation of the overall progress toward the goal of increasing the percentage of students reporting a positive and safe school environment to 85%.
- *Assess the overall completion rate of staff members in personalized trainings, identifying any adjustments needed to reach the target of 90% completion by year-end.
- *Analyze the impact of family engagement initiatives on fostering a safe and inclusive learning environment, evaluating changes in student and family experiences and well-being.

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.

- *Regular Data Collection: We will collect data from surveys, assessments, feedback forms, and observations to gauge program effectiveness.
- *Analyzing Progress: Data will be analyzed regularly to measure progress against benchmarks and SMART goals. If the data indicates that progress needs to be made as expected, we will closely examine the specific areas where the program falls short.
- *Identifying Challenges: We'll identify program areas that need improvement by analyzing data. This may include issues with program design, implementation strategies, resource allocation, or participant engagement.
- *Stakeholder Feedback: We will seek feedback from program participants, staff members, and other stakeholders to better understand their experiences with the program. Their insights will help us identify potential improvements and areas for modification.
- *Expert Consultation: If necessary, we will consult with experts in relevant fields, such as education, psychology, or community engagement, to gain further insights and guidance on how to address challenges and improve the program's effectiveness.
- *Modification Strategies: Based on data and challenges, we'll develop tailored strategies for program improvement. These modifications may involve adjusting program content, delivery methods, training approaches, resource allocation, or communication strategies.
- *Pilot Testing: Small-scale pilot tests will help refine modifications before full implementation.
- *Continuous Improvement: We'll use data for ongoing adjustments, ensuring the program's sustained impact.
- *Stakeholder Involvement: Involving stakeholders in decision-making will ensure modifications meet their needs.
- *Long-Term Sustainability: By continually enhancing the program, we'll maximize its positive impact over time.

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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.

As the district's only campus located in the poorest zip code (78207) in San Antonio, the challenges faced by this school are particularly pronounced. With 75% of students coming from low socioeconomic backgrounds and only 5% of adults in the area having a bachelor's degree or higher, the educational environment is significantly impacted. Additionally, the high percentage of students enrolled in the special education program (25%) adds complexity to the school's educational landscape, necessitating specialized support and resources.

Given these unique circumstances, the campus is an ideal candidate for the Student Support Program. The program can address the pressing need for a safe and inclusive learning environment by providing targeted assistance and intervention. Furthermore, the proposed home visit program can strengthen family engagement and partnership, helping bridge the gap between school and home and removing possible barriers to student success.

The LEA recognizes the significance of this opportunity and aims to make the most of it by fostering a positive, safe, and inclusive learning environment for all students on the campus. The program aligns well with the campus's needs and presents a chance to support systemic change in the way the district addresses and responds to bullying, violence, and acts of hate. By prioritizing students' academic and nonacademic needs and providing supportive learning environments, the program aspires to improve academic achievement and promote students' mental, behavioral, emotional, and physical well-being.

Ultimately, implementing the Student Support Program will create a ripple effect, positively impacting the students, their families, and the staff. It represents a commitment to nurturing an environment where every student can thrive, regardless of their background or challenges. By investing in this campus and providing the necessary resources and training, the LEA aims to create a lasting impact that will contribute to the long-term improvement of the entire school community.

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

To ensure campus leaders and staff are fully committed to the success of the Student Support Program, the LEA will employ several strategies to foster a culture of collaboration, support, and continuous improvement.

Transparent communication will be a cornerstone of the implementation process. The LEA will provide campus leaders and staff with clear and comprehensive information about the program's goals, objectives, and anticipated benefits. This open and honest communication will emphasize the program's alignment with the campus's specific needs and challenges. Inclusive decision-making will be key in driving engagement and commitment among campus leaders and staff. By involving all stakeholders in the decision-making process, the LEA aims to create a sense of ownership and shared responsibility for the program's success. This approach also ensures that the program's strategies and interventions are tailored to the specific needs and preferences of the school community.

The LEA will organize comprehensive training sessions and workshops that focus on critical aspects of the program, such as creating a safe and inclusive learning environment, responding to students' diverse behaviors, and strengthening family engagement. The LEA will work closely with school administrators, providing them with guidance, resources, and ongoing support to help them champion the program within their respective schools.

Strong and supportive leadership will reinforce the value and importance of the program, creating a positive and encouraging environment for all staff members. Recognizing and acknowledging campus leaders' and staff's efforts and achievements will reinforce their commitment to the program. To facilitate continuous improvement, the LEA will establish a feedback mechanism that allows campus leaders and staff to share their experiences, challenges, and suggestions for program refinement. An evidence-based approach will be integral to the program's success.

Regularly sharing progress reports and success stories with campus leaders and staff will reinforce their commitment to the program's goals and provide tangible evidence of its positive outcomes.

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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.

The LEA will engage parents and families in a comprehensive approach to solicit support for the Student Support Program. Clear and open communication will be established, informing parents about the program's goals, benefits, and progress through newsletters, emails, and social media in multiple languages. Family engagement events will foster face-to-face interactions, allowing parents to learn more about the program and share their perspectives. Home visits and community meetings will be conducted to reach families in their residences and accessible locations, creating personal connections and understanding individual needs. Parent Advisory Committees will be formed to gather valuable feedback on program design and implementation. Cultural competency training for staff will ensure effective communication with families from diverse backgrounds. Parent workshops will address topics of interest, and volunteer opportunities will be encouraged to strengthen the school's and families' partnership. Regular parent surveys will gather feedback for program refinement. A Family Resource Team will offer information and support services related to education and well-being. Through these strategies, the LEA seeks to create strong partnerships with parents and families, fostering their active involvement and support for the program. Collaborative efforts will nurture a safe, inclusive, supportive learning environment, improving academic achievement and student well-being.

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

To ensure adequate staff support for the establishment and implementation of the Student Support Program, the LEA will adopt a proactive and strategic approach. The LEA will conduct a comprehensive needs assessment, considering the school's size, student population, program objectives, and service scope. This assessment will inform the required staffing levels. Based on the needs assessment, the LEA will allocate sufficient resources, including funding and personnel, to support the program's establishment and ongoing implementation. The LEA will actively recruit qualified staff members committed to fostering a safe and inclusive learning environment. Hiring efforts will focus on individuals with relevant experience in student support services. Once hired, staff members will receive comprehensive professional development to enhance their skills and capabilities. Training will focus on positive school climate creation and evidence-based interventions. The LEA will provide ongoing support and supervision to staff members to ensure they effectively perform their roles. Regular check-ins, coaching, and mentoring will be provided. The LEA will foster a collaborative approach to program implementation, promoting communication and cooperation among all staff members involved. To retain a committed team, the LEA will implement staff retention strategies, such as providing career growth opportunities and promoting a positive work culture. The LEA will regularly monitor and evaluate staff members' performance and impact on student outcomes to inform future staffing decisions and program improvements. The LEA will remain flexible and adaptable in response to changing needs and challenges, promptly addressing necessary adjustments. Through these strategies, the LEA will ensure a competent and dedicated staff to support establishing and implementing the Student Support Program. The staff's commitment and expertise will contribute to a safe, inclusive, and supportive learning environment that enhances all students' academic achievement and overall well-being.

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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 will support the campus in conducting behavioral threat assessments and integrating them into the student support team structure. The campus will enhance its existing systems and implement a more comprehensive approach to addressing behavioral threats and promoting student safety. The campus will utilize the grant funds to bolster its current behavioral threat assessment protocols. This may include investing in additional training for staff members involved in the assessment process, updating assessment tools and resources, and ensuring that the campus has access to the latest research and best practices in threat assessment. The grant program will also enable the campus to establish a dedicated student support team to work collaboratively to conduct behavioral threat assessments and develop intervention plans for students needing support. The campus will thoroughly review and evaluate its existing assessment processes to incorporate the current systems into the student support team structure. The campus will identify strengths and areas for improvement in the current systems and align them with the objectives of the student support team. The integration process will involve training team members on the campus's existing assessment procedures, ensuring a seamless transition into the new structure. This will promote consistency and continuity in threat assessment practices and facilitate effective communication and collaboration among team members. Additionally, the campus will leverage the expertise of the student support team to refine and enhance the current assessment methods based on research-backed approaches and emerging trends in threat assessment. The grant program will also support the campus in establishing clear protocols and communication channels to ensure a holistic and coordinated response to behavioral threats. Overall, with the support of the grant program, the campus will be better equipped to identify and address behavioral threats, creating a safer and more supportive learning environment for all students.

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.

Despite limited resources, the district is committed to ensuring students have a safe learning environment. The LEA utilizes a multi-tiered approach to identify student support needs, including data collection and analysis of academic performance, behavior incidents, attendance, and social-emotional well-being. Teachers, counselors, and school staff also play a crucial role in identifying needy students through observations and referrals. The LEA establishes partnerships with external mental health and behavioral health providers to meet student needs through proactive outreach and collaboration with community organizations. The selection process ensures alignment with student needs, considering expertise, location, and cultural competence. Once partnerships are in place, the LEA works closely with external providers, fostering a seamless and coordinated support system. Regular communication and professional development sessions ensure effective intervention strategies are understood and applied. Additionally, the LEA actively engages parents and families to seek support for the program through various means, promoting a sense of ownership and partnership in the support process. The LEA aims to create a safe and supportive learning environment that nurtures students' academic, social, and emotional growth through collaboration, data-driven decision-making, and strong community partnerships.

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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.

The LEA has established a robust partnership with Region 20 to address student mental health, behavioral and emotional well-being, physical health, and academic outcomes. This collaboration involves comprehensive professional development and training for educators to equip them with effective strategies for student support. The regional ESC offers resources to improve Health and wellness programs, including nutrition education and physical activity initiatives, which are implemented to promote students' physical health and overall well-being. Parent and community engagement events involve families in supporting students' mental health, behavior, and academic success.

The LEA and Region 20 exchange resources and best practices, fostering a supportive learning community. This strong partnership ensures that student's well-being and academic growth are prioritized, leading to a more enriched learning experience.

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.

The LEA will use the grant program to supplement and enhance current efforts to improve services and supports for students' mental, behavioral, emotional, and physical health and wellness. The grant will enable the LEA to expand access to mental health services by hiring additional mental health professionals, such as counselors and psychologists, to provide individual and group counseling sessions. Training for school staff will be provided to recognize signs of mental health issues and offer appropriate support. Evidence-based behavioral and emotional support programs will be implemented to address the specific needs of students. Social-emotional learning initiatives, peer support groups, and positive behavior intervention strategies will be utilized. Comprehensive professional development opportunities will be provided for teachers and staff, focusing on trauma-informed practices, strategies for supporting students' emotional well-being, and creating a safe and inclusive learning environment. The grant will also promote physical health and wellness among students. Health education programs, health screenings, and sports and fitness initiatives will be implemented to encourage a healthy lifestyle. Parents and the community will be engaged through workshops, health fairs, and resources to foster a stronger support network for students. Data-driven approaches will be utilized to gather and analyze information related to student well-being and the effectiveness of support programs. Through the strategic allocation of grant funds, the LEA aims to create a comprehensive system of services that addresses the holistic needs of students. By expanding access to mental health services, implementing evidence-based programs, providing professional development, promoting physical health, engaging parents and the community, and utilizing data for continuous improvement, the LEA will

9. Enter the LEA Total Enrollment: 483

10. Enter the Regional Educational Service Center that serves the LEA: ESC20

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. LEA's student enrollment	<input type="text" value="483"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="483"/>
4. Total current-year grant allocation	<input type="text" value="607,317"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="12, 146"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="595,171"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="\$1,232.23"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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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.	Dean of Culture Salary and Benefits	84,000
2.	Staff Stipends	132,000
3.	Physical Health Expert-School Nurse	64,000
4.	Special Education Behavioral Specialist	75,000
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	36,436
7.	Required 10% of funds to the Texas Center for Student Supports	60,732
8.	Professional and Contracted Services	80,000
9.		
10.		

Supplies and Materials

11.	Supplies and Materials	50,149
12.		
13.		

Other Operating Costs

15.		
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		
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Direct administrative costs: 25,000

Indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: 607,317

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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
<input type="text"/>	

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