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): NA

1. Applicant Information

Name of organization Victoria ISD

Campus name Rowland, STEM MS, VSA   CDN 235902   Vendor ID 746005243   ESC 3   UEI CKBBB4GCX4

Address 102 Profit Drive   City Victoria   ZIP 77901   Phone (361)576-3131

Primary Contact Melissa Correll   Email melissa.correll@visd.net   Phone (361)788-2802

Secondary Contact Brandi Henke   Email brandi.henke@visd.net   Phone (361)788-2891

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
- ☒ General Provisions and Assurances
- ☒ Application-Specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Quintin Shepherd   Title Superintendent   Email quintin.shepherd@visd.net

Phone (361)788-9202   Signature *Q. Shepherd*   Date 7/18/2023

Grant Writer Name Melissa Correll   Signature *Melissa Correll*   Date 7/18/2023

◉ 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
37% of students in the three campuses selected for the grant missed more than 10% of school 2022-2023 school year.	Noting the strong correlation between parent involvement and student attendance, we will develop a Parent Advisory Group and use the Family Engagement Playbook developed by Texas Center for School Supports to increase parent engagement.
From 21-22 to 22-23 SY, VISD had an increase in Special Education referrals of 44.5%.	Building quality, holistic intervention programs that include academics, mental health, attendance, and behavioral and emotional supports will provide early intervention reducing new, initial placements in Special Education.
The targeted campuses had 3,373 referrals for student supports related to student mental health, behavioral and emotional health, and student mental wellbeing.	The Student Support Program will provide well supported strategies and structures for all students. The case management system will increase the desired outcomes for students.

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.

Through the establishment of a Student Support Program, the targeted campuses will have an increase in students' perception of a positve school climate by 8% as measured by the student supports and environment survey by May of 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

Collect campus data and conduct a needs assessment reviewing attendance, discipline, counseling, behavior support numbers, school climate (staff and student) data to develop a baseline and identify the needs of the campus (include student support available and behavior threat team functioning processes and procedures). From the needs assessment, create an action plan of next steps. Create the Student Support Design Team and develop a meeting cadence between the Student Support Design Team and the technical assistance providers. Develop and convene an advisory committee comprised of school leader, school staff, parents, students and community members. Create a change management/transition plan. Create two-way communication plan.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Develop a data reporting system to gather and analyze data to monitor the efficacy of the implementation of the Student Support Program. Conduct of deep dive of the student support team framework developed by the Texas Center of Student Support and the Family Engagement Playbook--provide associated learning opportunities for the campus Student Support Design teams and other campus and district staff. Develop training for the Student Support Teams as well as campus and district staff. Identify criteria for student participatation Continue to meet with the advisory committee Implement the change and transition plan as well as the communication plan.

Third-Quarter Benchmark

Provide training for the student support teams as well as campus and district staff. Continue to implement the communication plan. Procure supplies, materials and equipment needed to implement grant related activiteis. Hire associated grant funded positions. Provide training for campus dtudent support teams and staff. Continue to meet with the advisory committee. Implement the change and transtion management plan.

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.

Victoria ISD, working with ESC 3, the Texas Center for Student Supports, and our assigned technical assistance provider will conduct weekly meetings throughout the planning process. The data collection and reporting system developed by the Texas Center for School Supports will be used as the progress monitoring tool throughout the development and planning process. District and campus leaders will use indicators of the data collection and reporting system to track the accomplishments that are clearly related to the intended results, including the number of students referred for and receiving support for non-academic needs disaggregated by source of referral, type of need, type of support, level of support, time of year, length of support provided as measured through the case management system. Other indicators for evaluation include student attendance, behavioral referrals, removals from class, and disciplinary outcomes for student referrals. Behavioral threat referrals and outcomes of threat assessments will also be tracked. VISD will use project evaluation data gathered to determine when and how to modify the planning process, as well as ensure clearly specified and measurable processes and procedures are in place. Progress monitoring of the benchmarks & summative SMART goals will be completed quarterly in coordination with VISD's well-established continuous improvement cycle using a progress monitoring protocol allows team members to discover and learn what happened and why, review both successes and challenges, and develop next steps for each goal. The evaluation will provide opportunities to examine the effectiveness of strategies currently implemented to modify our program and develop sustaining systems and structures. Planning and supporting the capacity development of staff is an essential outcome of this project. The investment of building capacity in our staff provided through local, state, and federal funds is a substantial resource aiding in sustaining strategies learned and implemented during the grant cycle. Sustainability will be supported by VISD's already established Coordination of Funding workgroups and Sustainability Task Force.

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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.

VISD will identify campuses for participation in the grant by reviewing numerous points of information including current campus leadership and the capacity for change, campus workload capacity for a new initiative, campus preparedness for a culture shift, and lastly the emotional, behavioral, safety and wellness needs of the students, families and staff.

When considering campuses for grant inclusion, points of consideration include campus leadership experience, background managing a grant, length of time on the campus, and preparedness to lead through change. The committee considered the ready leader criteria based upon the district's leadership definition. The committee will utilize the staff survey data completed through the Holdsworth Center in the fall of 2022. Campus discipline data including repeated disciplinary placements, ISS and OSS placements, action codes involving high risk and physical aggression will be given greater weight. The district comprehensive needs assessment data will be included in the committee's review process including student and staff attendance data. Additional data to be reviewed includes the campus Social, Emotional, Behavioral Specialist 2022 - 2023 support data including frequency of mental health, and physical safety supports being accessed. The Panorama student survey will be reviewed including the following specific questions and responses: "How positive or negative is the energy of the school? " and " At school how much does the behavior of other students hurt or help your learning?" Upon review of all data points, the committee will determine which campuses will be extended an invitation to participate in the grant. Campus leadership teams will then have the opportunity to choose to participate in the grant or not.

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

We will ensure campus leaders and staff are committed to the success of the Student Support Program by creating structures allowing campus leaders and staff to build ownership of the Student Support Program. Using criteria to identify the best fit campuses for the grant, the district will ask the campus leader if he/she wants to participate in the grant. Thus, campus leaders will CHOOSE to participate in the grant providing a foundational level of ownership and dedication to the goals of the Student Support Program. VISD will develop a Student Support design team at each campus. The design team will be comprised of a district staff member, the school's principal, counselor, social emotional behavioral support specialist (SEBS), and Texas Center for Student Supports technical advisor assigned to each school. Other team members may also be included depending on the needs of the campus. This collaborative district and campus team will establish a regular cadence of meetings to develop strategies and activities to meet the goals of the grant. The team will use the Student Support Team Framework developed by the Texas Center for School Supports as a guide, including the protocols for team operation, recommendations for team staffing, and forms, resources, and tools to support their student support teams. The Student Support Design Team will use their own campus data and areas of identified need to develop their programs, creating areas of autonomy for each campus. Each campus will establish an advisory group comprised of a campus leader, teacher, parent/family, and students. This advisory group will provide feedback and input on needs for services and support as well as on products developed for the Student Support program and will work with the Student Support design team. Another way VISD will ensure commitment to the Student Support Program success to provide timely, relevant, and effective job-embedded professional learning and coaching to support campus staff members to give them the tools to do the work. Creating structures for campus level autonomy and ownership will ensure campus leaders and staff are committed to the success of the Student Support program.

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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.

Victoria ISD will utilize the Family Engagement Playbook developed by the Texas Center for Student Supports to create a parent advisory committee where parents, community members and school staff can provide, advise and assist district leaders on the ongoing support of building a safe, inclusive and supported school culture for all students. Victoria ISD believes in educating the whole child and seeing each student from the lens of a learner and as a person. Through the parent advisory committee, VISD can proactively develop a comprehensive two-way communication system between our community stakeholders and school staff. VISD will provide multiple opportunities for collaboration so that the committee may assist by providing input, offer advice on topics related to culture and climate, be a communication link between school and community, help identify concerns of students, parents, and community members, and assist in developing solutions to concerns. The Parent Advisory Committee will provide VISD with input on different resources and workshops geared towards helping parents build stronger connections with their children, such as how to build resilience and grit, how to engage in difficult conversations and youth mental health first aid. VISD will use the Family Engagement Playbook as well as parent surveys to guide, develop and implement student supports at each campus. The family engagement playbook will also serve as a guide in developing advisory committees for student, staff and parent voice. Each Student Support design team will work directly with the parent, students and staff advisory committees at each stage of the implementation process.

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

Victoria ISD has a district leadership team including a District Counseling Director, MTSS Coordinator, and Special Education Coordinator/LSSP that will provide district level support to each campus design team which will include but not limited to campus admin, SEBS, LSSP, Guidance Counselor and school nurse. This team is responsible for leading and supporting 21 support staff, 12 School Psychologists, 32 school counselors, 24 Social Emotional Behavioral Specialists and a BCBA. VISD has existing partnerships including MOUs with Midcoast Family Services and Gulf Bend Center, the local mental and behavioral health authority. In addition to our internal staff and outside partnerships, the district will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program. District and campus behavioral threat assessment teams will align with the student support team to provide support for students and monitor outcomes. Grant funds will provide the means for the district to supplement professional development and resources within our current staff to ensure successful implementation of the Student Support Program as well as a path to sustainability.

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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.

Each of the 3 campuses currently utilizes the District Behavioral Threat Assessment protocol. Trained Behavioral Threat Assessment Teams (BTAT) are in place at all campuses, and a district BTAT ensures that campuses are utilizing the district protocol to determine levels of risk and plan interventions and appropriate levels of support. The district has in place a four-pronged assessment tool developed in conjunction with the Texas School Safety Center at Texas State University. The district and campus process includes a structured meeting agenda and investigation form that specifically reviews the incident in question, the type of threat and guides the team to plan the appropriate student supports. BTA Teams have received the required training, met certification requirements, and meet regularly to review threats and determine levels of risk. To align our BTAT with our student support program, the student support team will also be trained fully in the behavioral threat assessment protocols. Based on the outcome of the BTA team's assessment, the BTA Team puts a plan in place for the student or will refer them to the student support team for interventions and monitoring. The District Safety and Emergency Operations Coordinator will align with District and Campus Behavioral Threat Assessment Teams as well as the student support teams to ensure that appropriate levels of support are in place and that interventions are monitored for effectiveness.

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.

Victoria ISD currently identifies student support needs through a CCNA process including district and community stakeholders that review multiple data points to identify student support needs. The district MTSS process includes routine reviews of student discipline, attendance and academic progress. Campus wide supports and needs are determined through a Campus Improvement Process (CIP) that directly relates back to the district strategic plan. When determining individual student supports, behavioral data including amount of time removed from instruction, 3 – 5 discipline referrals reflecting a pattern of behavior, strengths and difficulty questionnaire, and/or parent and family feedback is reviewed as part of the programming creation process. Victoria ISD has longstanding partnerships with our local mental health authority, and local non-profit social service agencies. One example of such partnerships is a school based mental health collaborative at an elementary campus. The goal of this program is to provide school based mental health services and support and to enhance the learning environment. Another example is a partnership with Midcoast Family Services that provides transitional support services to the students and families. VISD and our partners are working to create collaborative support structures between the school, family, and the student. Through a partnership with our local university, Victoria ISD is working to increase qualified mental health professionals within the school system. As a practicum site, VISD provides practicum students with the support and expertise of our current professionals in the related field, with the goal of best preparing school mental health practioners. Victoria ISD will maintain current partnerships as well as continue to grow additional 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.

Victoria ISD currently collaborates with our local region 3 ESC by subscribing to the Counselor Symposium, the Leadership Programming and Development, and a wide array of individual supports in the areas of curriculum and instruction. Region 3 partners with Victoria ISD as an active member of our local advisory committees. If awarded the grant, Victoria ISD will partner with Region 3 ESC to create, implement and refine the grant supported structures. Region 3 will provide guidance, professional development and ongoing implementation support through a structured meeting schedule, follow-up implementation checks and program revision support throughout the year. The goal of the Region 3 and Victoria ISD partnership is to ensure that the program follows the Texas School Mental Health Framework specifically incorporating the essential elements for a safe and supportive school. The 6 pillars of the Safe and Supportive Schools program would each be evaluated, and a responsive plan to ensure that all six pillars are included in the program would be the core work of the partnership. Pillars to be addressed through this partnership include promotes a positive school climate, builds multi-tiered system of supports for school mental health, conducts behavioral threat health assessments, promotes awareness, guidance, and training resources related to the SSSP purpose, collects data to continuously improve the program and supports the facility safety and security including a multi-hazard emergency operations plan. Region 3 will specifically assist the grant team in identifying low cost, long-term resources to support the change as well as ongoing technical assistance and professional development that aligns with the Texas School Mental Health Framework. Providing the above student support will increase student mental health, behavioral and emotional health, physical health and wellbeing and improving academic outcomes for students.

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.

Through the partnership with the Texas Center for Student Supports VISD can align current structures and refine and implement best practices to develop a case management system to serve students and align the behavioral threat assessment system. The data collection and data reporting required by the grant will assist in developing systemic structures to be utilized by campuses to identify proactive campus-based solutions. Additionally, the data will guide the professional development plan for the campus mental health and wellness support teams. The stronger connections grant can also provide VISD with the guidance to strengthen our current practicum partnerships. VISD is a practicum site for school counselors, License professional counselors, and school psychologists. These students can work alongside our staff and learn how to become well-rounded professionals in the areas of social, emotional, behavioral and mental health needs of our students. The grant will help us reimagine the roles of our school counselor and SEBS. These roles will work closely together to create student support plans designed with the student's abilities and needs in mind. The case management practices put in place through the grant program will allow for early intervention strategies to be a focus area in each student's wellbeing. Through grant, The VISD student support teams will be able to identify current areas of need such as physiological, emotional, behavioral, academic, and mental health needs. After identifying the needs our student support teams will create a well-rounded system of support plan that allows for teacher, student, parents/caregiver, community and staff to work towards helping the student find success in the classroom.

9. Enter the LEA Total Enrollment: 13,200

10. Enter the Regional Educational Service Center that serves the LEA: 3

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	13,200
2. Enrollment of all participating private schools	484
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	13684
4. Total current-year grant allocation	1,500,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	1,500,00
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	109.61

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)   219.22

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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.	Grant Support Professional	112,500
2.	District School Mental Health Case Manager	300,000
3.	Student Safety and Support Paraprofessionals	90,000
4.	Extra Duty for Building Staff Capacity and Handbook Development	100,000
5.	Substitutes for Design Team and Professional Learning	5,000

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	90,000
7.	Required 10% of funds to the Texas Center for Student Supports	150,000
8.	Contracted Mental Health Supports and Services Professionals	100,000
9.	Tuition assistance to defray the cost of 6 master's courses toward Mental Health Profession	50,000
10.	Additional Technical Assistance as Identfied by the Student Support Design teams	125,000

Supplies and Materials

11.	Supplies for Advisory Committee	1,000
12.	Supplies and Materials for Professional Learning, Professional Staff and Grant Activities	224,876
13.	Supplies and Materials for the cost of the Growing our Own Counselors	10,000

Other Operating Costs

15.	Travel for grant activities, grant aligned PD, and other districts to see quality programs	75,000
16.		
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		

Direct administrative costs:	0
Indirect administrative costs:	66,624
TOTAL GRANT AWARD REQUESTED:	~~1,208,500~~ 1,500,000

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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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