



2019-2021 School Action Fund - Implementation
COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID [REDACTED]
 Authorizing legislation **P.L. 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Section 1003(g)**

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

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



Grant period from [REDACTED] **July 1, 2019 to July 31, 2021**

Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

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

Applicant Information

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

Certification and Incorporation

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

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

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

2019-019663

701-19-106-004

Shared Services Arrangements

SSAs are **not permitted** for this grant.

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
Worsham students are lagging behind both the district and state on all subjects according to the TEA 2017-18 Performance Report. The campus was designated IR at the end of the 2017-18 school year.	Reconstitute staff through strategic staffing, selecting the most highly effective teachers and principals based on student academic growth outcomes, evaluations, and observation. Provide financial incentives for principals and teachers to move to Worsham for three years. Provide targeted and differentiated professional development.
Only 4 out of the 35 teachers currently teaching at Worsham Elementary rank as highly effective based on an external analysis by Education Resource Group (ERG).	Implement professional learning communities (PLC's) and data-driven instructional practices. Provide more planning and collaboration time for teachers in grade levels as well within subjects. Establish a culture of regular observation, coaching, and feedback.
92% of students are economically disadvantaged and the school received 43% on Closing the Gap on TEA ratings.	Embed an extra hour into the instructional day for reading and math interventions. Extend school days to 6 pm to accommodate interventions and enrichment in a safe environment. Breakfast, lunch, and dinner will be provided for all students.

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 successful restart of Worsham Elementary as an Accelerating Campus Excellence (ACE) school, Worsham will progress from its overall 2017-18 TEA Rating of 57 (equivalent of an F) to become an A or B school as measured by the new TEA School ratings by the end of the 2020-21 school year. Aldine ISD and Worsham Elementary will set annual student academic growth goals that are aligned to TEA A & B rated schools as measured by STAAR.

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

First Quarter (Jul - Sept 2019)

- 1) Strategic Staffing: All teaching & non-teaching positions fully staffed w/ highly effective individuals based on data/obs
- 2) Assessments/Outcomes: 2019-20 academic goals, benchmarks, & other goal determined; all staff understand & on board w/ mission & vision for Worsham ACE campus & high expectations for student success; baseline assessments done
- 3) Instruction: High quality PD has begun, key instructional routines/practices in place, data meetings and PLCs starting
- 4) Social Emotional: High quality PD has begun, school-wide systems are in place to create joy, safety, and belonging
- 5) Culture/Climate: Facilities upgrades completed, all students have new uniforms, college banners in place
- 6) After School: Extended hours offerings in place including enrichment, intervention, meals, and transportation
- 7) Parents/Community: Back to school includes open house to welcome parents & establish new communication routines

Measurable Progress (Cont.)

Second-Quarter Benchmark

Second Quarter (Oct - Dec 2019)

- 1) Strategic Staffing: Additional staff and supports addressed and added as needed
- 2) Assessments/Outcomes: 1st and 2nd 6 weeks assessments tracking to benchmarks; if not, clear and purposeful actions have been identified and are being implemented to address immediately
- 3) Instruction: Strong culture of observation & feedback, data-meetings, and PLC's in place; on-going high quality PD
- 4) Social Emotional: School-wide systems are in place to create joy, safety, and belonging; meeting student needs
- 5) Culture/Climate: Semester culture/climate survey; actively monitoring/managing student attendance and behavior
- 6) After School: Extended hours offerings in place including enrichment, intervention, meals, and transportation
- 7) Parents/Community: Additional parent and family engagement opportunities in place, e.g. basic education

Third-Quarter Benchmark

Third Quarter (Jan - Mar 2020)

- 1) Strategic Staffing: Additional staff and supports added as needed
- 2) Assessments/Outcomes: 3rd and 4th 6 weeks assessments tracking to benchmarks; if not, clear and purposeful actions have been identified and are being implemented to address immediately
- 3) Instruction: Strong culture of observation & feedback, data-meetings, and PLC's in place; on-going high quality PD
- 4) Social Emotional: School-wide systems are in place to create joy, safety, and belonging; meeting student needs
- 5) Culture/Climate: Actively monitoring/managing student attendance & behavior; using climate/culture survey to improve
- 6) After School: Extended hours offerings in place including enrichment, intervention, meals, and transportation
- 7) Parents/Community: On-going parent and family engagement opportunities in place

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.

Consistent with the implementation of the ACE model in other districts to date, Aldine ISD and Worsham Elementary will implement a data-driven instructional model. Formative assessments throughout the year will play a key role in program evaluation for the Worsham ACE implementation. With oversight of the ACE Schools Assistant Superintendent, Worsham's principal and teachers will use these assessment data to make data-driven decisions. Weekly, three-week, and six-week assessments will be used to closely monitor student progress. This will help the principals and leadership team evaluate the effectiveness of instruction and provide important input into the PLC and data-meeting discussions on areas for attention and adjustment. Weekly data meetings and PLC's combined with visits from the ACE Schools Assistant Superintendent will be used to assess progress, identify strengths to expand upon, develop options to address gaps and shortfalls, and to develop and document action plans and accountability. Coaching through observation and feedback will be used extensively for continuous improvement and to proactively address shortfalls.

In addition to monitoring academic assessments, Worsham administrators, the ACE Schools Assistant Superintendent, and the ACE Implementation Leadership Team will monitor other key indicators against benchmarks including student and teacher attendance, climate data, discipline rates, and parent surveys. Through quarterly and annual reviews, campus and district leadership will identify strengths, gaps, and required actions and adjustments to reach all goals.

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.

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.

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.

The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 School Action Fund - Implementation Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2021 School Action Fund - Implementation Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.

The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.

The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.

The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.

The applicant assures that a project manager will be identified. Please note: this position may be funded other grant funds.

The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.

The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.

The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.

The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.

The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.

The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.

For LEAs pursuing the Create a new school action model: The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.

For LEAs pursuing the Partner-managed model: The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 8 and address the six questions below:

1) Given Worsham's history of low performance and the positive results of the Accelerating Campus Excellence (ACE) program in similar schools across Texas, Aldine ISD has selected and will implement the ACE model to restart Worsham Elementary in the 2019-20 school year. The school support and improvement plan focuses on the five pillars of ACE as follows:

- 1) Effective Principals & Teachers: Reconstitute staff through strategic staffing, selecting highly effective teachers and principals based on student academic outcomes, evaluations, and observation; Financial incentives provided for 3 years (\$15k Principal/\$10k Teachers); Targeted & differentiated PD; Emphasis on mission and purpose.
- 2) Instructional Excellence: Focus on data analysis and PLC's; Specific planning & collaboration time for teachers in grade & subject level settings; Culture of frequent observation, coaching, and feedback.
- 3) Extended Learning: Extra hour embedded into instructional day for reading & math interventions; Campus open until 6pm for interventions, student enrichment, & safety; Breakfast, lunch, & dinner provided for all students.
- 4) Social & Emotional Support: Emphasis on creating and maintaining positive relationships between students and adults; Reduction in student suspensions and discipline through restorative justice practices; Create and implement joyful incentives for students.
- 5) Parent & Community Partnerships: Increased communication protocols between educators and parents/community members; New partnerships with community organizations for wrap-around services; Campus beautification inside & out.

2) The district will monitor Worsham Elementary use of Title I funds to ensure alignment with other Federal, State, and local resources and to ensure the successful implementation of the ACE program. The ACE Schools Assistant Superintendent, the Principal of Worsham elementary, and teachers will utilize observation, feedback, data meetings, and tracking on other key metrics to closely monitor progress and determine adjustments. Quarterly and annual reviews will also be used to assess the need for larger changes.

a) Weekly visits by the ACE Schools Asst Supt combined with regular observation, feedback, data meetings, and collaborative planning meetings by the Principal and teachers will be used to monitor progress and identify adjustments. Next steps could include coaching, professional development, modeling, &/or resource allocations. Six weeks data will measure progress against goals including attendance, interim assessments, reading progress, classroom observation data, and discipline rates. The Worsham Principal and her school leadership team will review the data alongside the ACE Schools Asst Supt to identify root causes & make action plans for improvement.

b) In addition to the weekly and six-week monitoring cycles outlined in (a) above, the ACE Implementation Leadership Team comprised of cabinet level district leaders will meet regularly (every three weeks at first and then quarterly thereafter) with the ACE Schools Asst Supt and Worsham Principal to review overall progress, identify trends and gaps, and determine appropriate changes to the ACE program for both the current year and the next school year to ensure student success.

3) Aldine ISD uses Federal, State and local regulations to recruit, screen, select and evaluate external partners. The district follows Federal and State dollar threshold guidelines, evaluates rates and fees, quality of service and ability of partners to meet the needs of the district. The district verifies disclosures of interested parties and ensures partners are not excluded or debarred. Written contracts are established for all services. Contracts include terms and conditions that mitigate risks and are reviewed by the procurement and legal departments prior to final approval and execution.

Statutory Requirement (Cont'd)

4)

Aldine ISD plans to support the Worsham Elementary ACE program through local, state, and federal funds in addition to private philanthropy. The district is in the final budgeting phase and plans to allocate nearly \$900,000 to support the ACE model. Stipends, high quality differentiated professional development, curriculum support for principals and teachers focused on the social and emotional needs of students, building improvements, student uniforms, and extended day opportunities for student learning and enrichment are among the various supports that will be provided to Worsham Elementary.

5)

In addition to the strategic staffing and data-driven selection of highly effective principals and teachers who commit to teaching/leading in the ACE program at Worsham Elementary and who will receive a special financial incentive of an annual stipend AND in alignment with the evidence-based success of the ACE model, the district will provide all ACE schools including Worsham, the flexibility to modify practices and provide operational flexibility including the following:

- One hour extended school day for additional intensive reading and math blocks and longer instructional blocks
- Open until 6:00 p.m. for tutoring, intervention, and enrichment programs with dinner and transportation provided free of charge to students
- Additional intensive professional development days for teachers
- Standard school uniform for each student
- Additional administrative support

6)

The district and Worsham will implement evidence-based practices across all 5 pillars of ACE:

- 1) Research shows that a highly effective teacher and principal in every classroom and school are the highest leverage ways to improve student academic outcomes. The Worsham campus will be reconstituted and strategically staffed with highly effective principal and teachers as measured by prior student academic outcomes, observations, and evaluations.
- 2) High quality instruction including data-driven analysis is one of the most impactful levers to improve student academic outcomes. Instructional PD providers with a track record of success working on ACE campuses will provide high quality PD and coaching for Worsham principal and teachers.
- 3) In addition to higher quality instruction, more instructional time also benefits students who are behind grade level expectations. Extended learning during the school day and after school intervention and tutoring will provide more learning time for Worsham students.
- 4) Focusing on the whole-child and their social-emotional health leads to the strongest outcomes for students in terms of academics, social skills, growth mindset, and behavior. Administrators and teachers will receive SEI training and support and positive culture and climate will be a key objective for Worsham.
- 5) An increased sense of belonging by parents and families helps students feel more supported. Worsham will develop communication protocols and parent engagement to make families and parents feel welcome and a part of the school.

TEA Program Requirement 1

Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner-managed. *Note: The district or partner-managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school" model.

Select one of the following models:

Select one:

- Restart a struggling school
- Create a new school
- Replicate a successful school (must select Partner-managed option)
- Reassign students from a struggling school (type of management does not apply)

- District-managed
- Partner-managed

TEA Program Requirement 2

A) Please describe the evaluation process and criteria utilized for selecting the school action model.

With the arrival of the new Superintendent Dr. LaTonya Goffney last fall, Aldine ISD embarked on a strategic review of the district. In early data analysis of quality seats and quality schools including an examination of the newly released TEA school performance ratings, the Superintendent and Board began a strategic planning process to dramatically improve the performance of schools across the district. In parallel to developing the new strategic plan, the district was eager to identify and evaluate evidence-based opportunities which could be implemented for the 2019-20 school year and lead to "more students learning in A & B schools." The desire to immediately address our weakest schools using a proven strategy led the district to Accelerating Campus Excellence (ACE) and restarting struggling schools for immediate improvement and transformation.

Analysis of Aldine ISD's elementary schools showed poor performance overall (75% rated the equivalent of C, D, or F), but also showed outliers with high performance and no measurable difference in the demographics of their students. After being introduced to the ACE model through an extensive site visit to North Texas and in particular, Dallas ISD and Fort Worth ISD, and understanding the five pillars, the district began a deep assessment into elementary schools in Aldine who would benefit from ACE. The district also began assessing district principals and teachers to determine how to strategically staff ACE campuses. Using data analysis from Education Resources Group (ERG), the district was able to identify 4 highly effective principals and 161 highly effective teachers as possible candidates for ACE schools. Out of this analysis, the district selected Worsham Elementary and Goodman Elementary as the first two campuses to implement ACE. Leveraging our new partnership with Good Reason Houston, the district researched high quality professional development providers, strong instructional practices, and strong social emotional supports working with other districts who have successfully implemented ACE and developed a short list of options to support our ACE launch.

Moving forward, Aldine ISD looks forward to implementing ACE with fidelity to address the immediate needs of the Worsham and Goodman Elementary school community. This is an important first initiative to leverage proven strategies to improve performance and expand high quality options for all students and families across Aldine ISD.

TEA Program Requirement 2 (Cont'd)

B) Please describe the district vision for improving the campus(es) through the implementation of a school action

Aldine ISD's vision for Worsham Elementary and other ACE campuses is to invest significant resources, talent, and time in the five pillars to transform poorly performing campuses into A & B schools.

- 1) Strategic Staffing: Students and schools struggling the most need and deserve the highest performing principals, administrators, and teachers; The district is committed to using stipends to incent highly qualified principals and teachers to change schools and help lead change at Worsham over the 3-year duration of the ACE program.
- 2) Instructional Excellence: Knowing the importance of high quality instructional practices, the district is committed to investing in the development, training, codification, and tight implementation of instructional best practices to improve student learning at Worsham. The district will invest time and funding, leveraging high quality professional development providers to train & support Worsham staff to implement this with fidelity.
- 3) Extended Learning: The district believes in equitable allocation of resources and will invest in after school interventions, tutoring, and enrichment programs plus transportation and dinner to ensure ACE students receive additional instructional time and robust whole-child development and support.
- 4) Social & Emotional Support: The district believes in the importance of social emotional learning and is committed to investing in ACE campuses to support it. Starting with specialized professional development for principals and teachers, the district seeks to create a joyful, safe place for students.
- 5) Parent & Community Partnerships: The district values parents and families and wants them to feel welcome and enjoy a sense of belonging at Worsham and other ACE campuses. They play a critical role in their child's success.

C) Please describe how this grant aligns to and accelerates the district's broader strategy and theory of action.

Aldine ISD's strategic priorities in brief include: 1) Significant and sustainable student academic growth, 2) Safe, secure, and respectful learning environment that honors the whole child, 3) Commitment to recruiting, developing, supporting, and retaining highly effective teachers, leaders, and staff, 4) Partnering with parents and the community to maximize opportunities for all students, and 5) Efficient & effective fiscal management to maximize learning for all students. At the core of this is a desire for "every child to be in a great school" which means fewer C, D, & F schools and more A & B schools.

The ACE initiative aligns with both the broad strategic priorities and the very real goal of more A & B schools. In addition to driving immediate improvement in Worsham Elementary and the other ACE campus, the ACE initiative will help the district build the capacity of our people and our systems. The district envisions using the ACE campuses as "demonstration schools" that show what is possible for all students and what strong leadership, instruction, and culture look like and how they are implemented and sustained. These systems and practices can then spread as best practices across other schools, improving outcomes for other students and leading to higher performing schools for more families across the district.

Looking to the future, the district is committed to annually reviewing performance of all schools, segmenting schools for differentiated resources and interventions, and allocating resources accordingly. The district is currently working with TEMBO on an School Performance Framework to drive decision-making and will explore how to use that data for a possible on-line school finder to improve families' access to best fit schools.

D) Please identify the district staff member to manage the implementation grant and the qualifications of the identified staff member.

Given the importance of this initiative to the district, Dr. Goffney will be directly involved with the implementation and has convened a team of her top cabinet members to cover all aspects including operations, transportation, facilities, finance, HR, school and academic support, and communications. Dawn Rodriquez, Chief of Strategic Initiatives will be the project manager. Christina Gomez will be the ACE Schools Assistant Superintendent, bringing 32 yrs experience as an educator and recently installed as Schools Asst Supt to transform several historically low performing schools. Sandra Doria will be the first ACE Principal for Worsham based on strong student academic outcomes, performance review, and observation data. Sandra has a history of leading strong schools including Thompson Elementary, Aldine's highest performing elementary school where she has served as principal for the last 5 years.

Equitable Access and Participation

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

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

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

PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

5A: Assurances

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

5B: Equitable Services Calculation

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

Request for Grant Funds

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

PAYROLL COSTS (6100)	BUDGET
Incentive Stipends for Teachers and Principal	\$437,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
Matched Technical Assistance Provider	\$187,500
Big Rock Educational Services (BRES)	\$125,000

SUPPLIES AND MATERIALS (6300)	BUDGET

OTHER OPERATING COSTS (6400)	BUDGET

CAPITAL OUTLAY (6600)	BUDGET

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

[Empty box for section selection]

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

[Empty box for change/amendment description]

[Empty box for section selection]

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

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

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FOR TEA USE ONLY
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