

**2020-2022 School Action Fund-Implementation****COMPETITIVE GRANT Application Due 11:59 p.m. CT, July 14, 2020**

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA of 1965 as amended by NCLB of 2001, Section 1003(g)

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

Application stamp-in date and time

Grant period from

September 9, 2020 – July 31, 2022☒ Pre-award costs are not permitted.**Required Attachments**

Applicants must submit the TEA-supplied attachment that corresponds to the selected school action. See pg. 14 of Program Guidelines.

Amendment Number

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

N/A

Applicant InformationOrganization 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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> NCLB 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.

Shared Services Arrangements

X 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
On TEA's Closing the Gaps domains, Wester performed in the bottom 5% of all elementary schools in Texas, with student growth identified as the area of highest need.	Wester will be transformed into a literacy-rich school, with reading and writing woven throughout all content areas and STEAM programming. PLCs and planning sessions will be data-driven. Instructional coaches will work through the coaching cycle with teachers, implementing best practices for high student achievement.
91.5% of students are economically disadvantaged. Due to financial ability and housing circumstances, primarily large apartment buildings, students have few extracurricular/academically-enriching opportunities.	Most students do not have access to formal extra-curricular classes, such as fine arts. Wester will re-open as a district-wide, arts-focused school with rigorous academics including out-of-school opportunities, providing avenues to build cultural capital and increased stability through engaging creative outlets.
In 2018-2019, office referrals resulted in >50 days of lost instruction. Teachers at Wester indicate a critical concern for a reform of campus disciplinary practices.	Train teachers in SEL best practices using targeted curriculum resources to use weekly in the classroom. An SEL counselor will work with high needs students. Reset academic and behavioral expectations through the PBIS framework. A tiered model of support will ensure student needs are appropriately met.

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 implementation of the new school design and by the end of the 2021-2022 school year, High Quality Academics will produce a significant increase in the school's math and literacy achievements, raising the school achievement to an overall B rating. STAAR performance rating will increase in Math (80% Approaching, 35% Meets, 20% Masters), Reading/Writing (80% Approaching, 35% Meets, 20% Masters), and Special Education (50% Performance, 25% Masters). The school will achieve "Gaining Momentum" level on the F&P Schoolwide Rubric, demonstrate growth on the Lubbock ISD SEL Rubric indicating successful implementation of 90% of "Look fors," maintain an average daily attendance of 96%, and achieve a 75% score in the OHI dimensions: Communication Adequacy, Cohesiveness, and Morale.

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

- Achievement: Because Wester is a new school, the first quarter will establish a baseline for student performance on district interim assessments. The school will achieve "Getting Started" level on the F&P Schoolwide Rubric.
- Discipline: Office referrals will reflect a downward trend from baseline established at the beginning of the year. Data will be shared with staff to address growth needs by collaboratively developing an action plan. Higher needs students will have targeted intervention plans organized as needed by the SEL counselor and campus leaders.
- SEL: Campus administrators will utilize the Lubbock ISD SEL Rubric to identify strengths and weaknesses of the campus system and environment. Results will be shared with staff to celebrate strengths and address growth needs with a collaborative action plan
- Attendance: 95% Average daily attendance for each nine week grading period. Develop incentives for students to attend.

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

- Achievement: STAAR Performance Rating on Math and Reading: 80% Approaching; 35% Meets grade level; 20% Masters.
- Implementation of F&P Classroom: The school will achieve "Moving Forward" level on the F&P Schoolwide Rubric
- Discipline: Office referrals will decline by 30% from baseline established in the Fall.
- SEL: Using the Lubbock ISD SEL Rubric from beginning-of-year to end-of-year, indicating successful implementation of 90% of "Look fors."
- School Culture: 75% of families responding to the Parent End of Year Survey indicate "Agree" or "Strongly Agree" on culture-based questions. Achieve 75% score in the OHI dimensions: Communication Adequacy, Cohesiveness, and Morale.
- Attendance: 96% average daily attendance for each nine week grading period. Develop incentives for students to attend.

Third-Quarter Benchmark

- Achievement: Meet or exceed district averages on interim assessments for Math, Reading, and Writing. Increase special education performance and achievement.
- Implementation of F&P Classroom: The school will achieve "Gaining Momentum" level on the F&P Schoolwide Rubric.
- Discipline: Office referrals will decline by 15% from previous semester.
- SEL: Campus administrators will utilize the Lubbock ISD SEL Rubric at the beginning of the school year and at the end of each nine week grading period to identify strengths and weaknesses of the campus system and environment.
- Attendance: Maintain an average daily attendance of 96% over each nine week grading period.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Campus leaders will pursue a district supported mindset of continuous improvement, working with the Office of Innovation, the Office of Curriculum and Instruction and the Office of Leadership and Professional Development to adjust program components that support student growth and achievement. In addition, the leadership team at Wester will continue working with the TEA assigned technical assistance provider, School Empowerment Network (SEN), in a variety of different capacities to include:

Bi-weekly coaching

School Empowerment Network (SEN) provides a coach for Wester's leadership team. Coaching sessions will occur by video conference and, when allowed, in person. Ideally, the assigned Coach will be at Wester once per month. During these visits, the leadership team and assigned coach will review progress toward goals and timelines established during the New School Design Fellowship. Upon completion of the campus review, the TA team will share observations, offer suggestions, and provide support to the campus leadership team and staff through efforts to demonstrate substantial progress through the SEN Performance Rubric.

School Quality Reviews 2x/year

The broader TA team will visit Wester 2x/year and complete extensive observations and interviews using the School Quality Rubric. The team will provide Wester with detailed feedback and support and then the leadership team will convert the feedback into short-term improvement goals.

Regular Convenings

The NSDF cohort will continue to come together to further develop leadership skills, maintain lifelines, and work together to problem-solve shared challenges of new school launches. School leader Stacy Hurst will benefit from continued participation in these convenings as she navigates implementation of the new school model.

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 2020–2022 School Action Fund-Implementation 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 work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ 5. The applicant will budget 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other items identified in the budget guidance. This amount will be subtracted from the total grant award and used by TEA and ESC 13 to establish a contract with the matched provider.
- ☒ 6. The applicant will identify a project manager. The applicant may use other funds for this position.
- ☒ 7. Applicants pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.
- ☒ 8. The applicant assures all fidelity of implementation revisions with the matched school action technical assistance provider will be completed on or before October 15, 2020.
- ☒ 9. The applicant will provide access to TEA and contractors for on-site visits to the district and campus.
- ☒ 10. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ 11. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- ☒ 12. The applicant assures partners operating campuses under the partner-managed option must commit to TEA-identified board training.
- ☒ 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by September 30, 2020 .
- ☒ 14. The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 Ratings).

Statutory Requirements

1. Describe how the LEA will carry out its school support and improvement activities, including how the LEA will develop a school improvement plan for the eligible campuses identified as a 2018-2019 Comprehensive or D- and F- rated Targeted Schools (2019 ratings).

LISD is fully committed to carrying out all necessary school support and improvement activities required to ensure the new school at Wester--which is replacing a chronically underperforming school Wester--will be a high quality school option for Lubbock students. As an F-rated, Comprehensive School, Wester Elementary had an existing Targeted Improvement Plan (TIP) in place for SY 19-20 which identified prioritized levers for campus improvement, developed key practices associated with each prioritized lever, and established success criteria for each key practice. The development of these plans is overseen by the District Coordinator of School Improvement (DCSI). Once the decision to close Wester was made through the LISD annual school planning cycle, the Chief Innovation Officer, DCSI, and new school leadership team began working together to align the TIP with the plan for the new school at Wester emerging from the New School Design Fellowship. We expect the strong performance of the new school at Wester to mean a TIP will not be required, however, we are committed to ensuring the priorities identified in the TIP remain a focus for Wester's new team and the TIP will serve as a key component of the roadmap for the implementation of the new school model. The Campus Leadership Team will continue to work toward the annual outcomes identified in the TIP, which are subdivided into 90-day outcomes and milestones. Adjustments will be made for the next 90-day cycle based on student data evaluations and 90-day outcomes progression. Furthermore, we will continuously improve the Wester school model, developed with support from School Empowerment Network (SEN), to achieve our desired results. This will occur through the use of the project evaluation and modification activities listed above.

2. Describe how the LEA will monitor schools receiving Title I, Part A funds, including how the LEA will: (a) Monitor school improvement plans upon submission and implementation, and (b) Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.

The new school at Wester will be guided by the Wester TIP and the new school design plan. The implementation and progress of the milestones in the TIP will be reviewed weekly by the Campus Leadership Team (CLT), CIO, and DCSI. At the end of each 90-day cycle, the CLT and DCSI will review cycle activities, student achievement data, progress made on the milestones, then make any necessary adjustments to the TIP. The updated TIP will be submitted to TEA for review after every cycle. If unsuccessful implementation of the plan is evident during reviews, adjustments will be made by aligning resources and support to the identified deficient areas. LISD ensures dynamic feedback loops exist between TIP cycles and the implementation of the new school design supported by TA-provider SEN. We will be partnering with our capacity builders (district leaders, ESCs, etc.) to provide necessary PD and support to staff members, following the "Plan, Do, Assess" model for continuous evaluation of effectiveness of implementation with modifications being made as needed. The annual planning cycle monitors schools and evaluates the progress of school actions that have been identified for intervention, providing proactive supports as described above. Typically, schools are provided a three year runway with active school actions to demonstrate results before implementing a different school action.

3. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the LEA will work with to support the Comprehensive or Targeted school.

We are excited to continue LISD's partnership with School Empowerment Network as the TEA-vetted and selected Technical Assistant provider for this implementation grant. As the new school design team built out the details of the plan for our ESF-aligned school model, we identified and vetted a select number of external organizations with whom we will work to support this new school. For additional support needed through external organizations, we will utilize a screening and selection process that focuses on evidence of impact in similar school contexts, sustainability of results, and alignment with our school and district theory of action. As with all of our expenditures on outside vendors, we will work closely with our Department of Finance and legal team to ensure all necessary fiscal and contractual controls are in place.

Statutory Requirements (Cont'd)

4. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection.

We are committed to strategically deploying resources to maximize the impact of our new, high quality school at Wester for students and families served by LISD. Our team has extensive experience effectively braiding Federal, State, and local resources with grant funds to ensure we achieve our strategic objectives effectively, efficiently, and in compliance with all fiscal and regulatory requirements. Lubbock ISD will ensure Federal, State, and local resources are able to be accessed by Wester to support and effectively deliver the new school design. All resources allocated to the new Wester Elementary will be utilized in support of school improvement activities and the goals of the campus, supplementing the services that currently exist. As always, we will use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for Federal and State funds. The Federal Programs Director tracks all funds received by the Title I Campuses, including Wester and ensures all purchases are approved and aligned with the campus improvement plan.

5. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

LISD's implementation of the System of Great Schools Theory of Action continues to identify opportunities to provide operational flexibility in support of our strategic school actions. We have a strong track record of senior leadership collaboration focused on modifying practices that unnecessarily restrict the potential impact of school actions, especially true for the evidence-based, data-driven plans of proven, entrepreneurial school leaders such as those selected to design new schools through the New School Design Fellowship. To enable effective implementation of Wester's plans, the school's leadership team has autonomy over staffing, budgetary, curricular, and professional development decisions. Our SGS work has prompted us to modify our enrollment policies with the goal of ensuring they are more equitable and fully support the goals of our school actions. Enrollment policies are no longer first-come, first-serve and safeguard historically underserved populations by ensuring all schools share responsibility for their success. As future needs to grant operational flexibilities arise, LISD leadership commits to quickly and efficiently evaluating the case for change and making adjustments as appropriate to support maximum impact of our school actions.

6. Describe how the selected school action model will incorporate one or more evidence-based strategies during the implementation phase.

High impact, evidence-based strategies are incorporated into the new school design for Wester. In order for students to achieve at high levels, we will: 1) Implement the 5 core SEL competencies defined by the CASEL Framework; 2) Implement the 4 C's of 21st Century skills: critical thinking, communication, collaboration, creativity and innovation; and 3) Provide academic support and training in the frameworks of steAm, Balanced Literacy, and subject specific curriculum. At Wester, all curricula will be literacy rich. For ELAR curriculum, Wester will use 3 resources—Fountas and Pinnell (F&P) Benchmark Assessment System (BAS), F&P Classroom Sets, and Leveled Literacy Intervention. For math curriculum, Wester will use STEMscopes because it builds on students' prior knowledge, builds math fluency, provides students with a conceptual understanding of math, and applies it to students' everyday lives and future lives. For science, Wester will include steAm applications/academic tasks to allow students to think critically through collaborative activities. Teachers will follow the TEKS for all fine arts programs.

Program Requirements

1. Identify one of the following eligible school action models:

- ☐ Restart a struggling school as a partner-managed campus
- ☐ Restart a struggling school as a district-managed, ACE campus
- ☒ Create a new school as a district-managed campus

2(a). Describe the evaluation process and criteria utilized for selecting the school action model for the specific campus to be supported with this grant.

As part of our System of Great Schools district-wide strategy, Lubbock ISD conducts an annual school planning cycle to evaluate the quality of our school portfolio and make decisions about school actions in support of our “North Star” goal of having 80% of students served in A- or B-rated schools within five years. The Lubbock ISD leadership team uses a Quality Seats Analysis (QSA), which includes academic, enrollment, and demographic data, long-term trends, and community input, to clearly tier schools, identify neighborhoods in most need of improved school options, and track progress on the number and percent of schools and students in each performance tier. This process helped the district identify Wester Elementary as a priority for intervention. According to our QSA, Wester was the second lowest performing elementary school in LISD, having experienced a 19-point drop in its overall accountability score from 2018 to 2019. Possible actions were discussed with different stakeholder groups, including district employees, Board members, and community members. Ultimately, we aligned around the decision to replace Wester Elementary with a new school model, designed with support from the School Empowerment Network.

2(b). Describe how the school action aligns with the LEA's overall strategy for support and intervention in low-performing schools and/or the LEA's strategy for expanding high-quality school choices for students and families.

The mission of Lubbock ISD is to nurture, develop, and inspire every child, every day. As evidenced by our implementation of the System of Great Schools strategy, we are committed to moving more of our students into high quality schools year over year. Coming out of our Board's Lone Star Governance workshop last year, our district committed to the bold goal of ensuring 80% of our students would be served in A- or B-rated schools within five years, nearly double our 2019 performance. Our annual school planning cycle, informed by our QSA, is the process through which we identify schools that are strong candidates for school actions. The selected school action of opening as a new school directly aligns and is embedded within Lubbock ISD's theory of action and strategic efforts. The opening of a new school at Wester demonstrates the ongoing commitment to ensure the district provides families with high quality choices and also maintains and improves the systems, tools, and supports to help families choose the best-fit, high quality school for their student.

Program Requirements (Cont'd)

2(c). Describe how senior district leaders were involved in the decision to select the school action for the Comprehensive or Targeted school, and to apply for this School Action Fund Implementation Grant.

Our annual planning cycle engages all members of the LISD School Board, Cabinet, and Academic Support Team in reviewing the QSA, tiering schools, and matching schools to school actions. Once Wester was identified as a priority school for a bold school action, the work turned to building out a plan for a new school model to replace this chronically underperforming school. At the earliest stages, the Lubbock ISD New School Design Fellow worked to identify and evaluate successful models with evidence and results showing positive student academic growth and other key metrics for students with demographics and characteristics similar to the students of Wester. The Fellow leveraged the partnership with the School Empowerment Network (SEN), the matched technical assistance provider, to identify models with a track record of success in curriculum and social emotional/restorative justice. The work in the fellowship provided opportunities for senior district leaders to work alongside the Fellow in reviewing and selecting the best design choices for the new school. Additionally, the District facilitated several school visits that were attended by various individuals including, but not limited to the Fellow, the Chief Innovation Officer, Associate Superintendent, members of the Technology and Instruction Department., and Board Members. On January 23, 2020 the Lubbock Independent School District Board of Trustees unanimously voted to restart Wester Elementary School . The school leadership team and CIO have continued to engage senior district leaders as the design for the new school at Wester has taken shape to ensure collective ownership over the school's plan and success. This collaboration has extended to our work to apply for this implementation grant for Wester and will continue as we work to successfully implement the school design in SY 20-21.

2(d). Describe how the district has worked or will work with members of the school community to convey plans and solicit input into the school action implementation process.

The Department of Communications and Community Relations (CCR) is responsible for promoting positive, responsible, and transparent public relations between the Lubbock Independent School District and the community. CCR coordinated internal and external districtwide communications regarding the new school at Wester. Great care was taken to consider the broader community to include internal, parent/family, student and external groups. The CCR team worked closely with the Fellow to articulate the mission and goals of the school while providing opportunities for input, feedback, and comments regarding many different aspects of the new school ranging from curriculum and instruction, special offerings, standardized dress considerations, and community and Higher Education partnership collaboration. Once a communication plan was established, implementation of the plan included reaching out through the District website, social media, radio and television spots and interviews, mobile notifications, newspaper articles, local news spotlights, and an extensive series of community meetings. Information was available in multiple languages and in-person and online, and one on one support was provided for the transfer/enrollment process

Program Requirements (Cont'd)

2(e). Describe what specific technical assistance support from outside provider organizations the LEA expects to need in order to effectively implement the selected school action.

Lubbock ISD expects that the TA provider will be able to assist with foundational documents and tools necessary to support a well-developed school and school leader/leadership team. We would expect that the TA provider would be well versed in the components and characteristics of a high-quality School Design Guide and will continue to build awareness of personal leadership competencies and strengths in order to support the campus leadership team. We will need continued support with curricular cycles/tools/systems to support alignment between stated and enacted tasks and/or living the school's pedagogy. In addition, we will lean on the TA provider for expertise and advice as Wester implements programmatic supports for diverse learners in the areas of instructional core, school culture, and systems.

2(f). Identify the LEA staff member who will manage the implementation grant. List the qualifications of the identified staff member.

Dr. Lisa Ramirez - Chief Innovation Officer
Dr. Ramirez previously served as the Deputy Assistant Secretary for Policy and Programs in the Office of Elementary and Secondary Education at the U.S. Department of Education in Washington, D.C. Dr. Ramirez worked for the U.S. Department of Education from 2006 until 2019. She worked in various additional positions, including director of the Office of Migrant Education (OME) and director of the Office of School Support and Rural Programs(SSRP). SSRP provided oversight of the national comprehensive center program which included the Center of School Turnaround and Improvement. Prior to working at the federal level, Dr. Ramirez was the principal of Ramirez Charter School in Lubbock ISD from 2004-2006.

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	

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. See Program Guidelines, pages 9-10, for detailed instructions on the use of 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
District Administrator / Innovation Officer Position	\$50,000
School instructional leader position(s)	\$60,000
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Technical Assistance Matched Provider	\$250,000
ESF Diagnostic review; School Quality Review	\$46,000
Professional development	\$110,000
SUPPLIES AND MATERIALS (6300)	
Instructional materials	\$190,000
Classroom technology	\$160,000
Supplies / Materials for school culture/branding	\$44,000
OTHER OPERATING COSTS (6400)	
Travel expenses	\$10,000
School community engagement events	\$10,000
Other supplies and materials	\$10,000
CAPITAL OUTLAY (6600)	
Building Improvement	\$60,000

TOTAL BUDGET REQUEST

\$1,000,000

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 emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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.

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

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

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

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

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