



2021-2022 School Action Fund- Planning

COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021

NOGA ID

Authorizing Legislation

ESEA of 1965 as amended by ESSA, Title I, Part A, Section 1003

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

Application stamp-in date and time

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

Grant period from

August 12, 2021 – July 31, 2022

Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 33 of the Program Guidelines.

Amendment Number

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

N/A

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- 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
IMPROVE SERVICES TO ED STUDENTS: Both the campus (93.1%) and district (94.5%) have over 75% of their students classified as economically disadvantaged. (20 priority pts)(Source: 2019-2020 Texas Academic Performance Report [TAPR])	To assist with this high percentage of ED students, Monte Alto ISD will provide: individualized one-on-one tutoring for students classified as at-risk; an extended school year for additional learning time; remote instruction; high-quality TEKS aligned instructional materials/supplies; and project-based learning.
IMPROVE ACCOUNTABILITY RATING: One third (33%) of the campuses at Monte Alto ISD have D or F accountability ratings. (Source: Texas Academic Performance Report) (10 priority pts)	As a high need district, Monte Alto ISD plans on upscaling: teacher training, curriculum, technology, and materials. By enhancing these items, students will have access to a world class learning environment, which will lead to academic improvement and an increase in accountability ratings.
IMPROVE SEL SERVICES: When COVID-19 hit, unemployed individuals went from 6.2 million to 20.5 million. (Source: Pew Research Center) This increase has caused an economic/emotional struggle.	Properly train staff on Social Emotional Learning (SEL) to provide students with the tools and skills needed to promote social resilience/mental health. Also, host job fairs and have career days to promote job acquisition from a young age and break the unemployment cycle.

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.

The goal is to improve on the campus academic accountability rating to a C or above. (Specific) This goal will be measured utilizing the TEA-provided academic ratings provided at the end of each school year (Measurable). The campus believes this goal is achievable because of the high-dosage tutoring that will be provided; the extension of the school day to promote additional learning comprehension; the inclusion of mental health/social resiliency in school instruction, and assistance from TEA assigned TA Provider (Achievable). This comprehensive learning approach is needed when considering the emotional burden COVID-19 has caused (Relevant). The campus would like to improve their rating by the 2022-2023 school year, which is when the Blended Learning School Action Model will be implemented. (Timely)

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. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

Below you will find the benchmarks created for the first quarter of the grant:

- Identify a leader/principal to lead the school redesign process;
- Formalize a process for approving the school design plan and parameters for granting school operating autonomies;
- Establish a school design team; and
- Develop communication and community engagement plans to rigorously engage the school community in the needs assessment and redesign process.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Below you will find the benchmarks created for the second quarter of the grant:

- Meet weekly with the design team to design, develop, and create a draft school design plan;
- Provide the plan to TEA and the Technical Assistance Provider (TAP) for review and to receive feedback;
- Finalize a school design plan that meets TEA requirements for ESF-alignment, blended instruction, high-quality instructional materials, extended day or school year, and high-dosage tutoring; and
- Have the district Superintendent and board approve the school design plan and finalize the campus performance agreement and operating autonomies.

Third-Quarter Benchmark

Below you will find the benchmarks created for the third quarter of the grant:

- Finalize campus budget for the 2022-2023 school year;
- Meet eligibility requirements for continuation grant funding and submit the continuation grant application;
- Complete staff recruitment and selection process;
- Procure curricular materials aligned to the new educational model; and
- Plan and conduct summer professional development for campus staff in advance of Fall 2022 opening.

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.

HOW PROJECT EVALUATION DATA WILL BE USED TO DETERMINE WHEN AND HOW TO MODIFY THE PROGRAM: In order for the district to determine when and how to modify the program, Monte Alto ISD created a Timetable of Events as well as a list of program indicators that should be tracked. This will ensure the district is on track to meet the grant goals and objectives, as well as, school quality, parent demand, and neighborhood needs are being addressed. The indicators to be tracked include but are not limited to:

- 1) Input solicited from stakeholders (TEA assigned Technical Assistance Provider (TAP), district administrators, campus administrators, campus staff, students, parents, and community partners) on the developing School Action Plan, Student Recruitment/Retention Plan, Campus Budget, Planned Trainings, etc.;
- 2) Attendance rosters for trainings and meetings;
- 3) TEA and School Action- TAP revisions and edits; and
- 4) Student academic, social, emotional, and behavioral data.

While working with the School Action-TAP, the Project Manager will review the data collected to determine if the program is successfully meeting the set indicators.

IF BENCHMARKS DO NOT SHOW PROGRESS TOWARDS MEETING SUMMATIVE SMART GOAL, DESCRIBE HOW EVALUATION DATA WILL BE USED TO MODIFY THE PROGRAM FOR SUSTAINABILITY: If Monte Alto ISD notices that progress is not being made towards meetings its summative SMART goal, the campus and district administrators will discuss changes to the program. Data, the district/campus improvement plans, and recommendations from TAP will be reviewed to determine how best to modify the program for sustainability. Furthermore, Monte Alto ISD will ensure that it will work on identifying resources on-hand that will complement and enhance the planned school reform for program sustainability. If needed, an amendment will be submitted to TEA detailing the modification of the program.

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 2021–2022 School Action Fund- Planning 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. For all actions, the applicant will budget at least the amount indicated in budget guidance as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other action specific technical assistance. Both amounts 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 for this grant. 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, 2021.
- 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 will commit to TEA-identified board training.
- 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by April 1, 2022.
- 14. The applicant assures enrollment at a new school will prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 rating).
- 15. For applicants selecting the partner-managed model, the ISD must commit to the adoption of TEA's model authorizing policy and participate in the Texas Authorizer Leadership Academy.

Statutory Requirements

1. Describe how the ISD will carry out its school support and improvement activities, including how the ISD will develop a school improvement plan for the eligible campuses selected for this grant.

With the disruption in adequate face-to-face learning caused by COVID-19, gaps in student learning have increased. Therefore, the district intends on implementing a district-designed blended learning model that employs data analysis to: ensure student gaps are identified, accelerated instruction is provided, and learning gaps are reduced. To ensure these SUPPORT SERVICES and IMPROVEMENT ACTIVITIES are carried out, Monte Alto ISD will select a highly-qualified individual to serve as the Program Manager. This Manager will be responsible for: 1) Researching and locating evidenced-based support services and improvement activities that would work best with the target population; 2) Ensuring meetings and improvement activities are planned, scheduled, and executed with the desired outcomes; 3) Collecting and reviewing pertinent student, staff, and community data; 4) Submitting documentation to TEA on time; and 5) Ensuring stakeholders including the TAP are kept informed of the progress and gaps of the program.

HOW THE SCHOOL IMPROVEMENT PLAN WILL BE DEVELOPED: In order for the school improvement plan to be developed, Monte Alto ISD went about identifying/recruiting groups that would serve on the School Design Team. These individuals will be tasked with sharing advice on the best ways to implement the plan, while ensuring program staff can remain committed to meeting goals and objectives of the grant. The groups identified include: community partners, teachers, campus and district administrators, parents, and students. The School Action-TAP (TBD) and School Design Team will work closely and develop an Improvement Plan that considers the needs of not just the campus, but of the community as well.

2. Describe how the ISD will monitor schools receiving the School Action Fund-Planning Grant, including how the ISD 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.

MONITOR SCHOOL IMPROVEMENT PLANS: The Campus Principal and Project Manager will play a major role in carefully reviewing the program data. The Principal and Project Manager will meet monthly or as needed to review student academic data, attendance data, behavioral data. Students' progress will be tracked to identify any areas that are not showing growth. Data formulated through these continuous assessments will be entered into a Fidelity of Implementation Tracker (FIT). Reports created from the FIT will be shared with members of the School Design Team and other key stakeholders. SAF meetings will be held bi-monthly to review this data. The district assures fidelity of implementation revisions from the matched TAP will be completed on or before October 15, 2021.

ACTION FOLLOWING UNSUCCESSFUL IMPLEMENTATION: Monte Alto ISD will ensure that it will provide its best efforts in the implementation of the grant program. However, in the situation that the program implemented is unsuccessful, the School Design Team will meet to discuss how to improve campus outcomes. During the meeting, campus data will be reviewed, and surveys will be conducted on teachers, students, and administration staff to identify gaps and needs. At the end of the meeting, action will be taken to modify the plan, and new actions will be implemented.

3. Describe how the ISD will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the ISD will work with to support the campus(es) selected for this grant.

RIGOROUS REVIEW PROCESS TO RECRUIT, SCREEN, SELECT, AND EVALUATE ANY EXTERNAL ORGANIZATIONS: The District's Business Office will recruit external organizations for this grant program in accordance with Texas Statute, School Board Policy, and the District's Purchasing Office.

Depending on the on the cost of the work, the district will require a public Request for Proposal (RFP) Competitive solicitation be posted that will detail the services being requested. Submitted requests will be reviewed, and the best candidate will be selected based on experience, recommendations, and costs. Selections will be presented to the Superintendent and School Board for approval.

For small purchases and contracts, the Business Office will research and/or obtain quotes from at least three vendors that offer the same type of services. As indicated above, the selection will be made based on experience, recommendations, and costs. These guidelines and stipulations will ensure organizations selected will utilize best practices, engage in research-based strategies, and are considered "experts" in their respective field.

Statutory Requirements (Cont'd)

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

Monte Alto ISD is committed to the responsible implementation of every project it undertakes. The district realizes that this SAF Grant commitment extends beyond just the resources that will be required utilizing grant funds. Additional human, financial, infrastructure, facility, volunteer, and in-kind resources/support will be needed for successful implementation, as well as, program sustainability. Therefore, the district will support Jose Borrego Middle School in the planning process by: 1) Aligning its resources to support the needs assessment; 2) Utilizing school staff and personnel to disaggregate data in order to identify missed TEKS and areas to target; 3) Providing professional development to teachers paid through local funds and Title II, Part A Funds 4) Continuing to provide after-school tutoring (paid for through local funds); and 5) Offering Summer school for failing students (paid through local funds).

Therefore, this program will be cost-effective because existing resources such as those listed above along with office space, classrooms, telephones, Internet service, utilities, staff, and teachers will be utilized as in-kind.

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

PRACTICES AND POLICIES WILL BE MODIFIED TO PROVIDE OPERATIONAL FLEXIBILITY THAT ENABLES FULL AND EFFECTIVE IMPLEMENTATION OF SCHOOL ACTION: Monte Alto ISD understands that for successful grant implementation, Jose Borrego Middle School will require flexibility to modify their campus practices to improve student achievement. Therefore, autonomy will be provided so that the campus can work with their TAP and School Design Team to determine if a practice or policy is in need of modification.

Prior to any changes in policy, district and campus administrators will meet with the TAP to discuss the proposed changes and once an agreement is reached, the policy changes will be presented to the school board. In order to justify changes, data will be provided that demonstrates research-based effectiveness of the proposed change (s). Once data is provided and the TAP, School Design Team, and School Board are in agreement of the policy change, it will be made. All implemented changes will be monitored for effectiveness.

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

The following evidenced-based strategies will be included during grant implementation: 1) Blended Learning – to provide individualized learning that caters to the student’s learning style and pace needed. 2) High-Dosage Tutoring – to provide students additional learning time and is proven to be 20 times and 15 times more effective than low dosage tutoring in math and reading, respectively. 3) Extended School Year – to reduce summer slide, increase the amount of break time students have, and provide additional time for learning comprehension. 4) High-Quality Instructional Materials/Curriculum – All implemented curriculum and materials will be TEKS aligned and will help students build upon their academic progression until they graduate. 5) Inclusion of TEA approved TAP consultant’s recommendations on evidence-based strategies that have been successful in other similar school districts to Monte Alto ISD.

Through these proposed strategies and others to be recommended, Monte Alto ISD will have various strategies to select from and incorporate during the implementation phase.

Program Requirements

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

- Restart a struggling school as an ACE campus
- Restart a struggling school as a partner-managed campus
- Create a new school as a district-managed campus
- Create a new school as a School Empowerment Network campus
- Create a new school as a partner-managed campus
- Reassign students from a struggling school to higher performing schools
- Redesign a campus with a district-designed blended learning model
- Redesign a rural campus with a P-20 system model

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.

The evaluation process involved the district meeting with administration and staff to consider all the school action models and see which was the best fit. Items taken into consideration include campus academic performance, student enrollment/demand data, and other campus-level data that assesses the overall student learning experience. Additionally, during the evaluation, the district took into consideration their high turnover. Due to this, campus leadership has very little experience in working directly with the district. In fact, according to the 2019-2020 TAPR, both Campus Principals and Assistant Principals on average only have 1 year of experience in working with the district. This is significantly lower than the 5.3 average years of experience for the state (2019-2020 TAPR). Due to this lack of experience, the district wanted to provide campus leadership additional time to turn around the low-performing campus on their own, without the complete "restart" or "creation" of a new school. Additionally, since the district is classified as rural and is rather small, there are only three campuses, each campus servicing specific grade levels (EL: K-5; MS: 6-8; HS: 9-12). This made it impossible for the "Reassign Student" school action model. Moreover, based on the current pandemic and seeing the impact it caused on students, the district believed the blended learning school action model would be the best fit. This will enable the campus to provide high-dosage tutoring, extend their school year, provide both face-to-face and asynchronous remote instruction, and high-quality TEKS aligned instructional materials.

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

Monte Alto ISD would love the opportunity to have these grant funds because the School Action Plan chosen aligns with the district's overall strategy to provide support and intervention to its low-performing campus. The decision to implement the Redesign a Campus for Blended Learning Model will not only align with its overall strategy but will also serve as a much-needed opportunity to develop an Effective School Framework (ESF) that reinvents the Jose Borrego Middle School into a high quality and highly-rated school. As part of the ESF and with a high accountability rating in mind, the district will offer targeted support for not only students at-risk, but those that are barely passing and performing well academically. This will ensure the campus has more students meet "Mastery" numbers on the STAAR test.

To ensure the aforementioned ESF can be implemented effectively, Monte Alto ISD 's school Design Team will play a major role in utilizing and placing highly effective school leaders and teachers in key positions; utilizing technology to elevate both the level of instruction and learning; and implementing and practicing creative and diverse teaching methods. Due to COVID-19, the district already developed a strong online learning environment. However, the Blending Learning Model will take the school to a new era in teaching where students receive the academic and health benefits of both an on-campus and online educational setting.

With grant funds, Monte Alto ISD will be able to implement an improvement strategy that annually evaluates student performance as well as parent and community needs to develop strategic actions and improve the school from their current accountability rating.

Furthermore, the district board commits to Lone Star Governance (LSG) training and coaching to further support this grant.

Program Requirements (Cont'd)

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

District Leadership, which included individuals such as the: District Superintendent, Campus Principal, Chief Financial Officer, and other department heads were asked for feedback in a discussion to apply for a School Action Fund Grant and implement the new blended learning school action model at Jose Borrego Middle School.

During these discussions, leadership reviewed the school action models and what they entail; previous accountability ratings; and the effects COVID-19 has caused on the community, families, and student learning. After critical thinking and this meeting, senior district leaders objectively selected the Redesign a Campus for Blended Learning Model, as the best school action model to meet the needs of the students and community. Based on this, the district chose to apply for this grant opportunity.

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 planning process.

HAS WORKED WITH COMMUNITY: Prior to this grant, Monte Alto ISD hosted in-school meetings (i.e. school board meetings, information sessions, etc.) that discussed the school action models and the intent of the district to apply for the blended learning school action model. Community members had the opportunity and were invited to participate in these meetings; however, many community members did not show up due to the COVID-19 pandemic. Therefore, grant information and surveys were added to the district/campus websites.

WILL WORK WITH MEMBERS OF THE SCHOOL COMMUNITY TO CONVEY PLANS AND SOLICIT INPUT INTO THE SCHOOL ACTION PLANNING PROCESS: However, during the grant funding period, community involvement will be targeted with additional intensity and deliberation. The Project Manager and other key staff will be responsible for promoting positive, responsible, and transparent public relations between Monte Alto ISD and the community. The district will ensure the broader community to include parent/family, student, and community members are included in the feedback process. Once a communication plan is established, implementation of the plan will include soliciting input/feedback on the school action process via the district/campus websites, social media, radio and television spots, mobile notifications, newspaper articles, local news spotlights, and an extensive series of community meetings. Information will be available in multiple languages, to ensure the inclusion of community members that are ESL.

Program Requirements (Cont'd)

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

STAFF MEMBER WHO WILL MANAGE THE IMPLEMENTATION GRANT: Ms. Barbara Cannon was selected to manage the implementation of the School Action Planning Grant. Ms. Cannon has served as the District’s Contact for Student Improvement (DCSI) for the past 10 years. This person was selected based on her exceptional leadership, organizational, and communication skills. In addition, her ability to multi-task and think outside-the-box will be a great asset to the planning of the School Action Plan. Finally, her passion, drive, and determination will help ensure that the program stays on track and is fully implemented once approved by TEA.

QUALIFICATIONS: Ms. Cannon has worked in the education field for 51 years. Her first position was as an elementary teacher, where she was able to successfully provide instruction to students. After 32 years of teaching, Ms. Cannon took a series of promotions, to include: Librarian, Testing Coordinator, Federal Programs Director, Grant Manager, and Interim-Superintendent.

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"/>
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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. 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. See Program Guidelines, pages 21-27, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100)

BUDGET

Extra-duty pay needed for teachers to attend professional development trainings	\$25,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Provider and Consultation	\$87,500
Summer Professional Development	\$25,000
Communications Planning and Support	\$10,000

SUPPLIES AND MATERIALS (6300)

Other Materials/Supplies for Grant Activities	\$30,000
Instructional Materials	\$47,500

OTHER OPERATING COSTS (6400)

School Community Engagement Events	\$10,000
Travel Expenses	\$10,000
LSG Training Expenses for Board Members	\$5,000

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST \$250,000

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 _____

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