TEA ®
Texas Education Agency

2021-2022 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 4
COMPETITIVE GRANT Application Due 11:59 p.m. CT, October 22, 2020

NOGA ID [   ]

Authorizing legislation | **ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

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 | **March 9, 2021 - September 30, 2022**

X Pre-award costs are not permitted.

Required Attachments
Refer to the Program Guidelines for a description of all required attachments.

Amendment Number

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

Applicant Information

Organization Del Valle Independent School District **CDN** 227910 **Vendor ID** 1-741472531 **ESC** 13 **DUNS** 010536803

Address 5301 Ross Road Suite 105 **City** Del Valle **ZIP** 78617 **Phone** 512-386-3000

Primary Contact Jena Gonzalez **Email** jena.gonzalez@dvisd.net **Phone** 361-425-9359

Secondary Contact Alison Fears **Email** alison.fears@dvisd.net **Phone** 361-779-7370

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):

- [X] Grant application, guidelines, and instructions
- [X] General Provisions and Assurances
- [X] Application-specific Provisions and Assurances
- [X] Debarment and Suspension Certification
- [X] Lobbying Certification
- [X] ESSA Provisions and Assurances requirements

Authorized Official Name Dr. Annette Tielle **Title** Superintendent

Email annette.tielle@dvisd.net **Phone** 512-386-3010

Signature *Annette Tielle*
DocuSigned by:
3BD0549233EC4F8... **Date** 10-21-20

Grant Writer Name Jena Gonzalez **Signature** Jena Gonzalez Digitally signed by Jena Gonzalez Date: 2020.10.22 10:16:26 -05'00' **Date** 10-21-20

(•) Grant writer **is** an employee of the applicant organization. ( ) Grant writer is **not** an employee of the applicant organization.

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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
The District has identified a need to develop e ective school principals to lead a campus by raising standards of teaching and increasing student learning and achievement with emphasis on at-risk students. Eco Dis 84%, EL 40%, At-Risk 76%	Partner with a rigorous job embedded Principal Certification Program. Researchers found that highly e ective principals raise the achievement of a typical student in their schools by two to seven months of learning in a single school year; ine ective principals lower achievement by the same amount. —Branch et al., 2013
The District has identified a need to cultivate future school principals by emphasizing the importance of managing people, data, and processes to foster school improvement and address equity in schools.	The selected Principal Certification Program is based on Texas state standards established by SBEC. The curriculum is aligned with the TExES exam and principal competencies.
The district has a need to recruit, develop, retain highly qualified instructional and social justice leaders to maintain a pipeline to prevent principal turnover.	The selected Principal Certification Program will provide the candidate with experiences in a variety of educational settings with diverse student populations.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the grant period, September 2022, • Del Valle ISD and UT Austin will support the implementation of an innovative school leadership program to prepare 100% of the Principal Residency Candidates to be certified principals after completing 35 job embedded credit hours in 12 months •100% of Principal Residency graduates will pass the Texas 268 certification exam on the first attempt •100% Principal Residency Candidates are certified and licensed by the state upon program completion in September 2022 •100% of Principal Residency graduates are placed in leadership positions within DVISD during the 2022-2023 academic year • 100% of principal residents will be supported by a principal mentor and UT field supervisor in a job embedded residency. 100% of the candidates will be prepared to be an Instructional Leader.

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

(February – May 2021) 1. Recruit and select Del Valle ISD teacher leaders for admission into the grant program (by end of March 2021) 2. Conduct an Information Session at UT Austin to discuss Financial Aid, the program requirements and grant overview (March 2021) 3. Collaboratively plan and finalize the program instructional design to integrate district initiatives into the UT Principal Program curriculum, instructional and assessments (March 2021) 4. Jointly conduct an Assessment Center to identify potential school leaders who reflect district and campus demographics and/or a strong commitment to meeting the needs of diverse school communities as well as great leadership potential (March 2021) 5. Notify candidates of acceptance into the program (April 2021) 6. Conduct a Transition Camp to welcome the principal residents, discuss expectations, set professional goals, begin team building activities and form a PLC among the cohort (May 2021)

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Measurable Progress (Cont.)

Second-Quarter Benchmark

(June – September 2021) 1. Residents will begin and complete courses (Aug. - Dec. 2021) - ELP 384T School Improvement: Instructional Leadership, ELP 384Q Leading for Equity and Justice in K-12 Schools, ELP 384D Administration of the Individual School: Elementary & Secondary, ELP 183N Internship. Residents will engage in a year-long project to conduct an equity audit and will collaborate with the principal to identify an area of inequity to address in a year-long project, as aligned to the Campus Improvement Plan. Interns must complete this cycle with a team of stakeholders, thus gaining experience in facilitating change while simultaneously building capacity with others to meet future needs. Residents will receive their AEL/TTESS certification and practice classroom observations, instructional coaching, planning and leading professional development to strengthen their leadership instructional skills. Residents will develop an individual learning plan in the summer and conduct a mid-year review conference with the district leaders and UT field supervisor.

Third-Quarter Benchmark

(October 2021 – June 2022)1. Spring Semester: January – May, 2022 - ELP 384L School Law, ELP 384R School, Family, Community Engagement, ELP 382T Administration of the Individual School: Elementary & Secondary, and ELP 183N Internship. The Residents will complete their year-long research project to address equity and school improvement, progress monitor the implementation of their research project, collect data and share their findings of the project with the leadership team and faculty. The residents will present their research findings and recommendations in April 2022 at the Leadership in Action event at UT. Residents will engage in registering and taking the PASL and 268 certification exams in the spring semester. The residents will engage in principal hiring practices in preparation for future interviews as an assistant principal and principal. An end of year goal setting conference will be held in May 2022 to discuss the progress, strengths and plan of support for the student as they graduate from UT Austin.

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.

Del Valle ISD will collaboratively work with UT Austin to measure the performance of the residents using the following tools: resident survey, resident individual learning plan, mid-year and end-of year resident conferences, principal mentor feedback, UT Austin supervisor observations, and research project results. The data will inform Del Valle ISD district leaders and UT Austin how to provide support to the principal residents on a weekly basis.

Evaluation data will include the following: •End of online module tests •observations by facilitators •participation during face–to–face sessions •written assignments that are submitted for evaluation by online course facilitators and/or program coordinator •oral presentations in class via online submission and face-to-face class •nine major performance assessments based on TEA's Pillars •conference board postings and responses to the postings of other candidates throughout the online modules •reports from site and field supervisors of on–the–job performance •review of candidate's internship log and portfolio

If a candidate is experiencing di culty in a specific area, including participation in instruction sessions, attendance, completing work in a timely manner, completing work by course end date, organizational management, or performance during the practicum/internship, the program coordinator will meet with the candidate to determine the course of action, which may include a growth plan and/or contact with the candidate's site-supervisor. Any growth plan requirements must be followed in accordance with the given deadlines designated by EPP program sta . Once all growth plan requirements are completed, the candidate may be removed from the growth plan and returned to satisfactory status. The Program Coordinator will communicate regularly with the candidate to evaluate progress.

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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 2021-2022 Principal Preparation Grant Program, Cycle 4 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2021.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to principalresidency@tea.texas.gov for approval.

☒ LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the TEA Grant Opportunities page, with all documents pertaining to the RFA.

☒ If preliminarily selected for award, LEA agrees that full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements listed on page 7 of 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines.

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Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

All employees meeting the minimum requirements of the grant criteria will be eligible to apply for the program. An informational webinar will be held for all interested employees upon notification of grant award to solicit applications. A time frame for accepting program applications will be provided.

All applicants will be pre-screened using the following criteria:

1. Confirm applicant transcripts reflecting a master's degree in education or an education related field from a regionally accredited university with a 2.5 GPA or higher
2. Confirm GRE test scores
3. Confirm Texas teaching certificate copy
4. Does not currently hold a principal certification
5. Confirm Service Record (2 years or more of K-12 teaching)
6. Available to complete a full-time year-long residency program and Successful completion of the Assessment Center—a data presentation, interview, and teacher evaluation session
7. Candidate written essay: Describe your leadership style and provide evidence of measurable student achievement and evidence of participation in PLC's/grade level meetings (750 word maximum)
8. Provide three (3) references from DVISD Leadership Position (Vice-Principal, Principal, District Coordinator or District Director)
9. Provide most recent DVISD job/T-TESS evaluation indicating proficient or above in a majority of the rubric dimensions
10. Provide written recommendation from current campus principal
11. Review applicant paperwork with highest rubric scores
12. Personal interview of candidate applicants by a panel of current administrators using the following questions:
    Please tell us about a time when you had to lead people through a controversial change. How did you handle this

    situation, and what would you do di erently if you could do it over again?

    A decision is made at a district administrative meeting regarding an instructional issue. You don't completely agree with the decision, in part because you expect there to be significant resistance at your school regarding implementation. How would you proceed?

    You are walking through a very e ective reading/language arts class. Please describe what is occurring and why you believe that these practices are valuable.

13. Del Valle ISD will focus on recruiting candidates that reflect the diversity of the student and community population

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Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

All coursework at UT Austin are designed to provide a blended theory to practice approach to learning aligned to Texas Principal Standards and the E ective Schools Framework with a focus on equity and instructional leadership. Interns are taught research-based frameworks, practices and protocols and provided opportunities to engage in problems of practice, which are are implemented in all classes to increase their understanding of key aspects of school improvement and instructional leadership practices by using them to critically consider and address authentic real-world problems. The primary goal is to learn theoretical frameworks, research skills, and application skills needed to solve problems of practice. Those skills contribute to develop school improvement strategies, with an emphasis on creating more equitable and socially just schools. It is be done in a way that allows interns to utilize school, district, and community context as well as unique school case studies to apply instructional leadership and social justice leadership practices. Del Valle ISD will work with UT Austin to organize and integrate district initiatives to develop leadership capacity to lead equitable, socially just schools and address district needs. Residents will maintain a RESIDENCY/INTERNSHIP LOG - Document leadership experiences aligned to State Principal Standards: 1). Instructional Leadership, 2). Human Capital,)3. Executive Leadership, 4). School Culture, and 5). Strategic Operations and National Principal Standards (160 hours annual)

Del Valle and UT Austin will Conduct Observations to observe the resident activities to put theory into practice (formal observation by the UT field supervisor): Conduct classroom observations with the principal and UT field supervisor and implement the AEL/ TTESS and/or PPFT strategies provide teacher feedback, Collaboratively plan with the principal and facilitate a professional development and Lead a profession learning community session in a core content area to demonstrate Instructional Leadership. Residents will conduct an EQUITY AUDIT - Conduct an equity audit in September and provide a data presentation to the leadership team and/or faculty and sta . (August –September 2021) Residents will CONDUCT A PARTICIPATORY ACTION RESEARCH PROJECT – Leading Theory to Practice: The resident will collaborate with the principal to identify an area of inequity to address in a year long project, as aligned to the Campus Improvement Plan. Resident/Interns must complete this cycle with a team of stakeholders, thus gaining experience in facilitating change while simultaneously building capacity with others to meet future needs. The resident will present their research findings and recommendations in April 2022 at the Leadership in Action event at UT. (August – April) INSTRUCTIONAL LEADERSHIP - Residents will Mentor/coach a teacher each semester as identified by the principal. Collect and present data results each semester for the teacher and student group. REQUIRED PARTICIPATION AT CAMPUS MEETINGS - Participate in ARDs, LPACs, 504, Disciplinary Removal Hearing, parent conference, PTA meetings, CAC meetings, and Campus Leadership Team meetings each semester. Coaching and Mentoring: Each resident is assigned a principal mentor and UT field supervisor. The residents are also paired with an experienced principal to reach out to as a layer of support. The university field supervisor serves as the primary person responsible for the supervision of the intern during the field experience of the program to enhance goal setting, planning, and reflecting in a way that leads to improved performance and outcomes. The supervision and coaching of each intern during this time shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor in accordance with the TEA-approved observation training. The assigned field supervisor, an accomplished educator as shown by student learning, will observe interns, monitor their performance, and provide constructive feedback to improve their e ectiveness as educators. The resident's professional growth is supported by modeling, communicating and appraising. Modeling is a powerful force in determining the kind of place a school will be. The principal mentor has the same influence with the intern's professional growth. Based on the mentor's wealth of knowledge, competence and expertise, the communication for providing feed-back and coaching the intern will also impact professional growth. Through dialogue, job shadowing, modeling, mentoring mentoring, coaching, and ongoing feedback, the on-site principal mentor reflects on his or her practice to provide transparency into his/her decision-making processes. Interns benefit from the opportunity to reflect deeply on why decisions are made as well as examining the outcomes from these decisions.

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Statutory/Program Requirements (Cont.)

3. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the Leverage Leadership Readiness Assessment: Data-Driven Instruction provided in Attachment 1.

Del Valle ISD uses several di erent data driven systems at the campus and district levels to continually analyze student progress and growth and adjust instruction based on data results. Del Valle ISD employs a Director of Data and Accountability, that exhibits leadership and coordination to provide an aligned and articulated instructional assessment, accountability, and data analysis program for the district, in addition to providing, evaluative findings (including student achievement data) for the review of curriculum and instruction program e ectiveness. In the 2018-2019 academic year, each campus received individualized training on the new accountability system by lead4ward. The trainings allowed campus and district leadership teams to ask specific questions based on student data at each campus. As data from additional assessments becomes available, campus teams will be able to interpret the data and how to maximize student achievement measures under the new accountability system. In 2019-2020, each campuses Professional Learning Community meets regularly and works collaboratively to improve teaching skills and analyze academic performance of students. Each campus has a student data wall that provides an "at a glance" look at the school's data as a whole, for specific classrooms, individual students, and complies with FERPA Law. The data wall serves many purposes, such as, • identify trends for strengths and weaknesses in–the school, – each grade, –certain student populations •to make instructional decisions •collaborate to exchange ideas for interventions and teaching strategies •display individual student cards to decrease the chance of losing a student in the system •facilitate team engagement and learning •create visuals that anchor teachers' and campus work. The district currently uses an online data system, OnPoint by OnDataSuite. OnPoint allows LEA's to identify trends, making the planning process more meaningful. Data sources include PEIMS, STAAR 3-8, STAAR EOC, ACT Plan, ACT Explore, TAKS, TELPAS, GASB Audit Data Feed, and the TEA Cohort Student List. District, Campus, Student, Sta and Teacher dashboards allow users to view their data on a whole. Student dashboards list every demographic data, attendance, discipline, test scores, academic performance ratings and grades. The district uses Eduphoria to monitor end of unit campus assessments and district benchmarks. Renaissance is used as a universal screener for Reading and Math, progress monitoring, and goal-setting.

4. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the Leverage Leadership Readiness Assessment: Observation and Feedback provided in Attachment 1.

T-TESS and T-PESS Observation and Feedback System - August Sta Development Week includes Principal-led review of T-TESS policy, procedures, calendar & Student Learning Objective (SLO) process. A minimum of four (4) walk-throughs shall be conducted on all teachers and may focus on areas of refinement and reinforcement, as well as identified goals, and will be used to monitor and support teacher goals with feedback meetings provided by the appraiser as needed. Each school year, an orientation for Principals and Assistant Principals on TPESS is provided. Principals and Assistant Principals complete a Self-assessment using the T-PESS Rubric which provides the opportunity for Campus Administrators to reflect on their ability to fulfill the responsibilities of leadership according to the Texas Principal Administrator Standards. District Instructional Coaches are available to model lessons and coach teachers to improve instruction, alignment, and rigor of lessons.

Leadership Walks - District Administrators (Instructional Coaches, Asst. Supt., Supt., etc) visit multiple campuses regularly for informal observations and provide feedback to both teachers and campus administrators.

PLC's - Teachers meet weekly in content area and grade level PLCs. The team begins with the DVISD Curriculum Unit Guides to begin planning lessons aligned to the state standards and with a focus on the needs of the students. The team also uses the unit guide to develop common assessments that will track the progress of the students towards mastery of grade level content. The team then uses the DVISD Curriculum Essentials Planning Tool to collectively plan daily lessons. This tool helps to facilitate the discussions in the PLC to focus on big ideas, essential questions, unpacking standards, learning intention, and success criteria that includes frequent talk, critical reading, and critical writing. In addition, the tool helps teachers to plan for di erentiation for students needing enrichment and additional assistance. Once the common assessment is administered, the PLC meets to discuss the student data, plan for student interventions, and plan for opportunities to re-teach.

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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

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

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

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Request for Grant Funds

Matched amount (number of principal residents participating in program x $15,000) 60000

Number of principal residents participating in the 2021-2022 Principal Residency Grant Program 4

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

Resident Salary (not including the $15,000 campus matching per resident) & fringe	185540
Campus Mentor Stipend(s) - $2,500 per resident (2,500 x 4)	10000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Principal Preparation Program Fees paid to UT Texas	80000

SUPPLIES AND MATERIALS (6300)

Textbooks and Supplies ($400 x 4)	1600

OTHER OPERATING COSTS (6400)

Prin. Cand. Reimbursements PASL, TExES 268, and Certification fees	2860

Total Direct Costs 280000

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) [ ]

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

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

You may duplicate this page

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 _____

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