



**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:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Application stamp-in date and time

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):

**Applicant Information**

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

**Certification and Incorporation**

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

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

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

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
Stafford Elementary must focus on Tier I reading and math to improve core instruction. The school received a 'D' in school progress and a "D" in overall rating category.	The implementation of blended learning models in reading and math to leverage technology for innovative instructional strategies and just-in-time data to inform lesson modifications.
Stafford Elementary must improve Tier II and Tier III interventions. The school received an 'F' in closing the gaps performance category (Component Score: 13, Scaled Score:47)	The adoption of adaptive technology that identifies lessons for students based on targeted needs and incorporates progress monitoring into the system. This will make RtI more tailored and efficient.
Stafford Elementary has a high percentage of inexperienced teachers. Specifically, 41% of teachers are novices.	Targeted professional development for teachers with less than five years of experience that focuses specifically on blended learning. The teachers will also take part in a mentoring program with an emphasis on blended learning.

**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.

Stafford Elementary will implement a blended learning model that incorporates core reading and math as well as tier II and II interventions. As a result, we will meet the following goals:  
 Year 1: 90% student engagement; +3 points grade level growth in Mean RIT score on NWEA MAP, in Reading and Math, for '22-23 & The campus will achieve an overall score of 70 on the state academic accountability.  
 Year 3: 92% student engagement; +4 points grade level growth in Mean RIT score on NWEA MAP, in Reading and Math, for '24-25 & The campus will achieve an overall score of 80 on the state academic accountability.  
 Year 5: 95% student engagement; +5 points grade level growth in Mean RIT score on MAP, in Reading and Math, for '25-26

**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

For the first-quarter benchmark, Stafford MSD will:  
 1) formalize the role of the Grant Manager of the school redesign process at Stafford Elementary;  
 2) create a process for approving the school redesign plan, as well as the parameters surrounding operational autonomy for the school; and  
 3) develop communication plans for staff, parents, and the community, related to school-action planning and implementation.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

For the second-quarter benchmark, Stafford MSD will:

- 1) submit a draft of the school redesign plan for Stafford Elementary to TEA and await and incorporate feedback;
- 2) allow Campus Redesign Team to finalize the school redesign plan, ensuring that it meets TEA requirements;
- 3) seek input and final approval of the school redesign plan from TEA;
- 4) seek input and final approval of the redesign plan from the Superintendent and Board of Trustees, who will also finalize campus performance agreements and operational autonomy; and
- 5) create and finalize the student recruitment and retention plan and timeline.

Third-Quarter Benchmark

For the third-quarter benchmark, Stafford MSD will:

- 1) finalize the campus budget for the 2022-23 school year;
- 2) ensure that eligibility requirements are met for the continuation of grant funding, including the submission of a continuation grant application;
- 3) complete staff recruitment and selection at Stafford Elementary;
- 4) procure curricular materials that are aligned to the redesigned educational model; and
- 5) plan and conduct summer professional development for campus staff, in advance of the fall 2022.

**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.

SMSD utilizes a host of dynamic and efficient data collection and management routines for performance monitoring purposes. Our year begins by setting district- and campus-level SMART goals based on our performance during the previous year. Once established, we begin the process of assessing current student levels to determine appropriate curricular and instructional pathways. Universal screeners are administered three times per year to identify student strengths and weaknesses. During the instructional school year, content mastery is gauged through curriculum-based and district assessments.

At every campus, we conduct four main benchmark data analysis meetings each quarter. Campus administrators, district specialists, department chairs, and lead teachers participate in these sessions to discuss necessary adjustments in instruction and the interventions suggested by data analysis. Additionally, teachers review the data and recommendations in their regular department, grade level, and PLC meetings continuously to adjust the support (interventions) they provide.

Using data monitoring student progress, teachers adjust the support (interventions) they provide based on student growth. Reviews, interviews, observations, and testing are conducted to further define and analyze the areas of concern. Interventions implemented with frequent data collection and reviews are utilized to evaluate effectiveness. Additionally, the Curriculum Team monitors the progress through our data management software and campus-level data meetings.

Beyond the progress review, we also hold end-of-year school year progress evaluations that include state-wide assessment results and analysis of student and district performance according to benchmarks. These combined efforts provide the foundation of our data culture throughout the SMSD. Should our CIA or Campus Redesign Team determine that progress on any of the indicators is insufficient, we will immediately convene to discuss any potential barriers to implementation, seek counsel from grant partners, and remove any operational impediments to the grant's success.

**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.

Stafford Elementary will utilize best practices influenced by the Effective Schools Framework to develop school support and improvement activities. After receiving an overall "D" accountability rating in 2019, Stafford Elementary completed the Campus Data Reflection and Self-Assessment as well as the development of a Targeted Improvement Plan (TIP). The 2019 and 2020 Campus Improvement Plans (CIPs) have been based on the board goals for academic performance and reflect overall alignment with our District Improvement Plan (DIP). The alignment between the DIP, CIP, and TIP at Stafford Elementary will be analyzed and monitored closely each data cycle. Screeners, district assessments, and state assessments will be disaggregated to chart the progress of these goals and consider whether revision or refinement is necessary. We will utilize similar processes for benchmarks related to the School Action Fund-Planning Grant and how the Redesign Blended Learning Model can improve our district priorities.

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.

Stafford MSD will monitor the implementation of the School Action Fund-Planning Grant at Stafford Elementary through the assignment of a grant manager and the creation of a Campus Redesign Team. The Campus Redesign Team (CRT) will consist of district and campus leadership including the Grant Manager, Chief of Academics, and Campus Principal, among others. They will work with stakeholders to ensure an efficient and effective implementation aligned to our district goals. Additionally, this team will provide ongoing support and monitoring of benchmark indicators. For any indicators in which we are under-performing, we will identify barriers to successful implementation and remove them while providing any necessary supports to ensure the campus meets the identified targets. Progress monitoring will occur through data cycle reviews and the four required submission updates of the Targeted Improvement Plan (TIP) along with the benchmarks outlined in the grant.

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.

Stafford MSD will use a Campus Redesign Team, which includes campus- and district-level staff to establish a rigorous review process to recruit, screen, select, and evaluate any external organization with whom Stafford MSD will work. The district will prioritize existing partnerships and TEA partner recommendations with proven success implementing similar campus models. During the planning year, the Campus Redesign Team will research and engage with other vendors who have demonstrated evidence of sustained success and fulfilled the promise of accelerated achievement in selected school models. Stafford MSD has an extensive Request for Proposal (RFP) process, with oversight by the Department of Procurement. This process provides an opportunity for the District Redesign Team to create a systematic, thorough screening process that includes presentations from qualified vendors. The process also includes representation across multiple divisions, such as Innovations and School Leadership. Before any vendor presentations, a rubric is created to ensure the inclusion of all needed elements from a vendor, objectivity from staff members, and consistency across raters.

**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.

The Stafford Elementary redesign scope will be aligned with grant requirements and complement the funds that we are already receiving from other sources. All grants awarded are aggregated in our Federal Programs Office. Information is then disseminated to the SMSD Cabinet to ensure all pieces of our district programming work synergistically. Furthermore, our internal processes require that all funds must demonstrate alignment to our collaboratively designed Strategic Plan, DIP, and CIP. Our Campus Redesign Team, which will consist of our Grant Manager, district and campus leadership, will conduct site visits, implement communities of practice, and solicit stakeholder feedback to gather researched best practices of similar campus models. The Grant Manager will guide participants in contextualizing processes, making adaptive recommendations to district leaders at designated points in the year. In addition, the Grant Manager will conduct a rigorous assessment of scalability to guide district support teams and partner organizations, identifying blended learning components with the best probability for instructional success.

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.

The motto of Stafford MSD is "the best little school district in Texas," and in this instance, our size is an advantage. Unlike larger ISDs, we can maneuver quickly to address operational needs. We have only one elementary, so there is no need to consider the implications of our actions for dozens of the other schools that we service. The district and campus administration is willing to make whatever modifications are necessary to ensure our success. Additionally, SMSD has demonstrated that we are committed to this flexibility by becoming a District of Innovation (DOI). Part of this designation aids in the establishment of a culture of adaptability that lets us prioritize the needs of our community. Our intended Grant Manager is a well-established administrator in our district who will be able to articulate and lobby for whatever must be done to ensure the success of the program, and once implementation recommendations are available, stakeholders will have the opportunity to provide input and feedback in the development of plans before final decision-making will occur. Ultimately, we can commit to operational flexibility on this project because the Blended Learning School Act Fund Grant is supported at all levels of our school district. We are aware that organizational change requires commitment, and we are fully prepared to reorganize our school policies and procedures to support the implementation.

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

Evidence-based strategies are critical components of effective instructional models, and these foundational practices are embedded throughout teaching and learning in Stafford MSD. In the summer, our talented Instructional Technology Team implemented a boot camp to prepare teachers for the challenges of hybrid instruction in the fall. During the fall, additional support was provided through classroom support as well as blended learning sessions in which new strategies were shared and modeled. Finally, in the spring, our Curriculum Department worked with community stakeholders to create a blended learning framework and teacher training to be utilized across the district. These strategies will be implemented in 2021-2022. We also launched a series of software pilots at the elementary to test whether our blended learning plans were viable when transferred to actual classrooms. As we move into the summer, we intend to use our trainer-of-trainers to help roll out math innovation zones during the back-to-school week. We are also hiring additional blended learning staff members to support our efforts. Stafford MSD is committed to utilizing best practices during the implementation.

**Program Requirements**

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

- |  |   |
|--|---|
| <p><input type="radio"/> Restart a struggling school as an ACE campus</p> <p><input type="radio"/> Restart a struggling school as a partner-managed campus</p> <p><input type="radio"/> Create a new school as a district-managed campus</p> <p><input type="radio"/> Create a new school as a School Empowerment Network campus</p> | <p><input type="radio"/> Create a new school as a partner-managed campus</p> <p><input type="radio"/> Reassign students from a struggling school to higher performing schools</p> <p><input checked="" type="radio"/> Redesign a campus with a district-designed blended learning model</p> <p><input type="radio"/> Redesign a rural campus with a P-20 system model</p> |
|--|---|

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.

In our minds, the Blended Learning School Action Fund Grant is the logical extension of the transformation that we have begun at Stafford Elementary. Last summer, the Stafford MSD School Board committed millions of dollars to improve our technology infrastructure and purchasing iPads for each student. At the same time, we applied for and received TEA’s Math Innovation Zone’s Grant. This past year has been a wonderful opportunity to evaluate the processes that we had been using and re-envision the way that our math curriculum will be developed, our instruction will be redefined, and our training will be refined to fully support our teachers and engage our students in this new blended learning model. With this jumpstart in mind, we would like to continue what we have begun. ELA and science have historically been problematic for our students, and these learning gaps have only been exacerbated by COVID. We are looking to expand our blended learning model past mathematics and bridge the gaps in these other subject areas with the support and guidance of this action fund.

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.

The blended learning school action aligns with Stafford’s overall strategy for support and intervention in low-performing schools. We are seeking a new system-wide vision for teaching and learning that centers on meeting the individual needs and abilities of each student. One of SMSD’s goals is to be “student-centered” and prepare students to become college-and-career-ready. We believe the innovation of blended learning can provide us with the tools and strategies needed to realize this vision by allowing students to learn anytime, anyplace, and at their own pace. Blended learning provides teachers the opportunity to become facilitators, tutors, and evaluators.

SMSD is ready for the opportunity that this grant will afford. In 2017, we passed a bond to upgrade our infrastructure and last summer, we passed a one-to-one initiative that has provided devices to all students. These advances have made the integration of blended learning possible on our campuses. Through the rollout of learning management systems and adaptive learning programs, we have begun implementing a variety of blended learning models including station rotation, project-based, mastery-based, and supplemental experiences for students. Our district screening takes place through NWEA’s MAP Assessments, which communicate directly to our Edmentum programs and prescribe individual learning pathways for students. Additionally, students access a host of interactive software programs through ClassLink. This convenient access allows teachers to easily incorporate technology into lessons. Teachers commonly integrate stations with Reflex Math, Zearn, StemScopes, Amplify, Gizmos, BrainPop, myON, NewsELA, and others in addition to the online components of the adopted textbook products. Over the past spring and summer, we also worked to integrate Texas Home Learning programs into our blended learning arsenal. We will be able to capitalize on these advantages to ensure the success of the 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 and school leadership actively participated in the selection of this School Action Fund Planning Grant. While the idea to apply was initially conceived of by our Chief Academic Officer, Dr. Kadir Almus, it has been approved by all members of the Executive Cabinet, and more specifically discussed by our Chief Academic Officer, Chief Schools Officer, Chief Innovations Officer, and Superintendent. Once the details of the opportunity were considered at that level, it was then rolled out to the campus principal, Desiree James, and the intended program manager, Dr. Jennifer Warford. All parties enthusiastically welcome the guidance and assistance offered.

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.

While still just a candidate at this point, we have already begun involving the community in many aspects of our redesign. The School Action Fund Grant has been discussed at two different Stafford MSD School Board meetings. On both occasions, it has been viewed to continue Stafford Elementary's redevelopment to better serve its students. Earlier work in February included a comprehensive stakeholder about what their highest hopes are for education in our district and how they believe that blended learning can best help us reach those goals. This produced a 17 page report and analysis that helped us continue our journey. In May, we invited many of those same community members, parents, administrators, teachers, and students to create a blended learning framework inclusive of our core beliefs, call to action, learner profile, innovation framework, teacher/student protocols, and cultural tenets. We hope that these actions help us build a shared commitment to blended learning and the school action planning process.



**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.

To facilitate the School Action Fund Grant, SMSD will modify the job responsibilities of Dr. Jennifer Warford, our District Data and Instructional Leader, so that her time will be used to oversee the planning and execution of our proposed plan. As the manager, she will: (1) manage the school implementation of the program, (2) serve as an expert in the area of blended learning to support teachers and school administrators, (3) ensure that the program is implemented with fidelity, (4) communicate the state and the district vision to school, (5) manage data-driven performance management to drive student achievement outcomes, and (6) serve as the main contact regarding this program.

Dr. Warford comes with the following qualifications:

- Two Bachelor’s degrees in accounting and English.
- Two Master’s degrees in Business Administration and English.
- A Doctor of Jurisprudence.
- 15 years in education.
- Experience as an elementary, junior high, and college-level instructor.
- Experience as a campus and district level administrator.
- Experience with blended learning implementation in a public-school setting.
- Ability to collect and analyze data.
- Strong computer skills.
- Self-starter.
- Strong leadership, management, and interpersonal communication skills.

Dr. Warford already serves a vital role in Stafford MSD and will be able to give the grant the representation it deserves.

**Equitable Access and Participation**

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

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

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

**PNP Equitable Services**

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**

Personnel expense for a district administrator to manage the grant program	\$50,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Technical Assistance Matched Provider	\$62,500
School Instructional and Culture Leadership Coaching Support	\$25,000
Summer professional development	\$25,000

**SUPPLIES AND MATERIALS (6300)**

Instructional Materials	\$37,500
Other materials/supplies for grant activities	\$25,000
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Travel Expenses	\$10,000
LSG Training expenses for board members	\$5,000
Communications planning and support	\$10,000

**CAPITAL OUTLAY (6600)**

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

**TOTAL BUDGET REQUEST**

**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](mailto: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.**

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

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 Via phone/fax/email by TEA staff person \_\_\_\_\_

**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.**