



2021-2022 School Action Fund- Planning
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021

NOGA ID

Authorizing Legislation

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

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

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 |
|--|---|
| Webb CISD services a student population with 80.7% classified as economically disadvantaged (ED). This percentage climbs at Bruni Middle School (86%). Source: Texas Academic Performance Report (TAPR). 20 PRIORITY PTS. are available for being over 75% ED. | These economic hardships are furthered by the COVID-19 pandemic. Therefore, the district will assist with this need by offering only the best world-class learning environments and resources/support needed at home and school. This includes high-dosage tutoring, an effective blended learning instruction, extended school day/year, and access to high-quality TEKS supplies. |
| Webb CISD’s Bruni Middle School has an accountability rating of a D. This means 33% of the district’s campuses have a D or F accountability rating. Source: 2019-2020 TAPR. 10 PRIORITY PTS. | WCISD sees the need for bold action. Therefore, WCISD will create a school redesign addressing campus/community needs & will include a new ESF-aligned educational model. This model will contain blended learning, high-dosage tutoring, an extended school year or day, and help with mental/social resiliency. |
| Webb CISD has a 28.5% teacher turnover rate, which is nearly double the state’s average of 16.8%. Source: 2019-2020 TAPR. The lack of experience hurts in offering a world-class learning environment. | Webb CISD will ensure it sends its educators to receive professional development (PD) trainings on: Social Emotional Learning, Methods for Core Subject Instruction, Post-Secondary Encouragement, and Ways to Implement Blended Learning in Instruction. |

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.

Webb CISD created the following SMART goal with the aforementioned needs in mind: To transform our low-performance campus (Bruni Middle School). This will be measured by ensuring that 100% of teachers will attend over 90% of all professional development and that 50% of students will participate in at least 20 hours of high-dosage tutoring per six weeks. We will also ensure the acquisition of TEKS aligned supplies/materials. This will be completed by the 2022-2023 school year with staff members who show high-fidelity (i.e. educators and Project Director) and with assistance from the Technical Assistance Provider. Webb CISD considers this goal relevant in addressing the low accountability rating of (D).

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

Webb CISD identified the following 1st quarter benchmarks:

- I. Ensure the district notifies the leader/principal of the Notice of Grant Award (NOGA) and their responsibility to lead the school redesign process. Then ensure this leader has a flexible work schedule to dedicate 5-10 hours weekly to this program;
- II. Ensure that a school design team is established and ready to dedicate time to this project;
- III. Ensure the district is able to create a school design plan that allows for operating autonomy at the campus level; and
- IV. Ensure the district gets in contact with and gathers input from community members, students, and parents.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Webb CISD identified the following 2nd quarter benchmarks:

- I. Ensure the district School Design Team has been gathering on a weekly basis for designing, developing, and creating a draft school design plan;
- II. Ensure that once the plan has been formulated and agreed upon, the School Design Team provides it to TEA and the Technical Assistance Provider (TAP) for review and feedback purposes;
- III. Ensure that the plan gets finalized with all TEA requirements and suggestions; and
- IV. Ensure the district Superintendent and School Board fully understand and approve the plan. Then ensure they finalize the campus performance agreement and operating autonomies.

Third-Quarter Benchmark

Webb CISD identified the following 3rd quarter benchmarks:

- I. Ensure the district’s Business Office and Superintendent gather to finalize the campus budget for the 2022-2023 school year;
- II. Ensure the district meets all requirements and qualifies for continuation grant funding. Then ensure it submits the continuation grant application;
- III. Ensure that professional development is completed by educators for the 2022-2023 school year;
- IV. Ensure that all TEKS aligned supplies and material are gathered for the new ESF model; and
- V. Ensure that staff recruitment and the selection process is conducted.

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.

Webb CISD is a small, (269 total students in district) rural district eager to partake in a game-changing program to effectively improve our campus rating. We have never received funding for this and propose to create a Timetable of Events, which will include indicators that will guide the campus during the School Action Fund Planning Phase and help DETERMINE WHEN AND HOW TO MODIFY THE PROGRAM. Each month program evaluation data will be collected to measure the progress being made in meeting these indicators. These indicators may include: Input solicited from stakeholders (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.; Attendance rosters for trainings and meetings; TEA and Technical Assistance Provider (TAP) revisions and edits; and Student academic, social, emotional, and behavioral data, and more.

The Program Director, in conjunction with the TAP, will review the data collected to determine if the program is successfully meeting the set indicators. If the BENCHMARKS DO NOT SHOW PROGRESS TOWARDS meeting the SMART goal, the Program Director and TAP will meet to discuss changes to the program. These individuals will review the PROGRAM EVALUATION DATA and the district/campus improvement plans to ascertain how best to MODIFY THE PROGRAM FOR SUSTAINABILITY. Program sustainability will include identifying resources on hand that will be best to enhance the planned school reform. If needed, Webb CISD will submit an amendment 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.

Webb CISD needs to ensure that its Bruni Middle School achieves an accountability rating of a C or higher. With that said, the district must CARRY OUT planning, coordinating, and finally implementing EFFECTIVE SCHOOL IMPROVEMENT ACTIVITIES. Therefore, Webb CISD’s best way to guarantee this will be done effectively is to have Mr. Jimmy Padilla serve as Webb CISD’s highly qualified Program Director. This individual is extremely capable of: Ensuring meetings and improvement activities are planned, scheduled, and executed with the desired outcomes; Locating evidenced-based support services and improvement activities that would work best with the target population; Collecting and Desegregating pertinent student, staff, and community data; Ensuring stakeholders including the TAP are kept informed of the progress being made in the program; Submitting documentation to TEA on time; and Working on any program need that must be addressed.

Additionally, beyond the Project Director, Webb CISD will establish a School Design Team that will assist with DEVELOPMENT PROCESS of the ESF model and SCHOOL IMPROVEMENT PLAN. This team will include community partners, teachers, campus and district administrators, parents, and students as part of the team. These members will specifically assist with designing a plan (alongside the TAP) to ensure that the plan has included community and campus needs.

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.

Webb CISD’s Project Director will work alongside Bruni Middle School’s Principal to closely MONITOR the SCHOOL IMPROVEMENT process/plan. With constant supervision of the campus (which is RECEIVING THE SCHOOL ACTION FUND-PLANNING GRANT), the district assures the SCHOOL IMPROVEMENT PLAN will be continuously reviewed for its effectiveness. Some data Webb CISD will gather to monitor the school improvement plan includes: number of meetings the Project Director holds with the TAP, number of meetings the Project Director holds with the Campus Principal, number of meetings held by the School Design Team, the ability to locate a vendor (s) providing high-quality TEKS materials, and the ability to acquire prices/quotes for professional development trainings. This data will then be put into reports taken to the School Design Team and other stakeholders.

With the constant use of project evaluation data, Webb CISD will be able to IMPLEMENT ACTION if it is seen that the progress has been unsuccessful. The process for implementing action would include the School Design Team gathering, thoroughly reviewing campus data, holding a discussion of how to improve campus outcomes, and finally acting on the best option for successful implementation.

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.

Webb CISD’s Business Office will OVERSEE THE PROCESS FOR RECRUITING, SCREENING, SELECTING, AND EVALUATING of any external organization selected to work with and support this program. If needed, a public Request for Proposal (RFP) competitive solicitation will be posted including exactly what services are being requested. From there, Webb CISD will review each of the gathered/submitted requests and select the best candidate based on experience, recommendations, and costs. Selections will be presented to the Superintendent and School Board for approval.

However, Webb CISD will research and/or obtain quotes (from at least three vendors offering the same service) for small purchases and contracts. From there, Webb CISD will make a decision based on experience, recommendations, and costs. By doing this process, Webb CISD will ensure they are only working with experts in their respective field plus follow approved purchasing protocols to ensure effective and efficient flow of goods and services.

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 district will support Bruni Middle School in the planning process by **ALIGNING ACTIVITIES AND RESOURCES**, some of which can be seen below:

- Utilizing Title I, Part A funds to pay for the annual subscription of IXL Learning in order to provide students with access to comprehensive K-12 curriculum and individualized guidance;
- Providing students access to tutors through the 21st CCLC ACE Program;
- Offering teachers professional development trainings from the Region Service Center through the use of School Improvement Grant (SIG) Funds; and
- Covering the cost of an Instruction Coach through the use of SIG Funds.

In addition, the district will combine other **FEDERAL, STATE, AND LOCAL RESOURCES** to expand programs, minimize barriers, and increase student achievement. Since resources are limited, the challenge for the district is to make sure every dollar spent is utilized to its fullest potential. Furthermore, program alignment will include personnel, technology, infrastructure, curriculum, software, and facilities to support and effectively deliver a single and comprehensive school improvement plan.

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 district agrees to **PROVIDE OPERATIONAL FLEXIBILITY** in alignment with the expected performance targets and autonomies that will be developed during the planning phase of the school action program. Furthermore, by having district administration serving as members of the School Design Team, the Superintendent will be kept apprised of the School Action Plan as it develops, which will allow for the district to prepare for the **MODIFICATION OF PRACTICES AND POLICIES** as needed.

Finally, reports of the progress of the School Action Plan will be shared with the School Board members so that they are kept aware of any proposed changes to practices and policies that are needed to **EFFECTIVELY IMPLEMENT** the school action. Once the School Action Plan is approved, the district will make changes to any practices and policies needed to incorporate activities that assist this grant meet its intended goals.

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

Careful consideration was given to how the district can ensure **EVIDENCE-BASED STRATEGIES ARE INCORPORATED** into the School Action Plan. It was decided that a model developed by the U.S. Department of Education would be incorporated into the planning phase. This Evidence-Based Decision-Making model will help to guide activities that are aligned to the school's needs. The selected blended learning model activities will include the following elements: 1) Identifying Local Needs; 2) Select Relevant Evidence-Based Interventions; 3) Plan for Implementation; 4) Implement; and 5) Examine and Reflect. The Program Director, SAC, and School Action-TAP will work together to identify the needs of the campus. For each need, relevant and evidence-based interventions will be explored to diminish that need. If multiple strategies are identified, the Director will reach out to organizations that are implementing those strategies and obtain feedback on the pros, cons, and lessons learned. This information will be shared with the Committee and School Action-TAP so that an informed decision can be made.

Program Requirements

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

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

Prior to submitting the grant, the campus and district administrators met to review the various School Action Plans. A careful EVALUATION PROCESS was done on the requirements, benefits, and obstacles of each option. In addition, research was conducted into other schools that have implemented some of the listed plans to see which ones were effective.

Based on the information gathered, the district chose the REDESIGN A CAMPUS WITH A DISTRICT-DESIGNED BLENDED LEARNING MODEL. The following CRITERIA made the school redesign blended-learning model the most advantageous:

- MANAGEMENT STRUCTURE – Can remain district managed.
- STAFFING – Can utilize current district employees and staff.
- STUDENT ENROLLMENT – Students don't have to be uplifted and reassigned to another campus.
- OTHER – The CDCN does not need to change and remote learning will be implemented to help slow the spread of COVID-19/increase academic progression.

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 district understands the campus is need for improvement. Therefore, the district's overall strategy FOR SUPPORT AND INTERVENTION includes a holistic approach to improving Bruni Middle School's accountability rating. Items that have already been implemented include:

1. Increasing teacher wages to improve the high turnover rate;
2. Purchasing technology to ensure teachers/students have the resources needed; and
3. Offering additional Professional Development trainings to increase staff effectiveness.

With these items already being implemented, the district's next step is to implement blended learning. Therefore, the campus decided to implement the redesign a campus with a district-designed blended learning model. This model aligns well with the district's overall strategy to not only provide support and intervention to its low-performing campus but reinvent itself into a highly innovative and highly rated school.

The solutions and strategies proposed through this grant will:

1. Expand high quality choices for students/families,
2. Include the creation of a School Design Team that enables students/families to share their thoughts on the grant,
3. Place highly effective school leaders and teachers in key positions, and
4. Use technology to incorporate a blended learning approach that strengthens academic and health benefits. The blended learning approach will be offered both on-campus and/or remotely, depending on the state of the COVID pandemic.

We are desperate to make a difference and keep students at our campus; therefore, we are seeking state assistance through this grant to help us maintain student enrollment by incorporating strategies that will help us improve our campus rating. We will gladly accept any help from the state approved TAP and will contract only the best consultants to ensure that we make a difference for our students and community as a whole.

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.

SENIOR DISTRICT LEADERS were involved heavily in the decision to select the school action plan for the campus and to apply for this School Action Fund Planning Grant.

First, the campus and district administrators met to review school data, community needs, and goals and objectives of the grant and decide whether the grant could be instrumental in improving student outcomes. Based on this information, the administration team felt it would be in the best interest of the campus to apply for funding.

Once the district decided to apply, the campus and district administrators met to review the various School Action Plans. A careful examination was done on the requirements, benefits, and obstacles of each School Action Plan option. In addition, research was conducted into other schools that have implemented some of the listed plans to determine their effectiveness. Based on this information, the district selected the redesign a campus with a district-designed blended learning model.

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.

For the School Action Planning and Implementation process, the Program Director will WORK WITH MEMBERS OF THE COMMUNITY to help gain support, convey plans, and solicit input. This will include local government offices, businesses, colleges, and more. Individuals from the community will be urged participate in the School Design Team and help develop the School Action Plan. If needed, future meetings will be held online in order to ensure that everyone abides by health and safety guideless set by the Center of Disease Control and Prevention (CDC). The members that join the School Design Team will meet with the Project Director, TAP, and other committee members each month to review data and develop the School Action Plan. The Project Director will ensure each member has a voice in the design of the plan, so they stay committed to the program.

For individuals who cannot commit to being in the committee but still wish to be involved, regular updates of the progress of the program will be made available to them. In addition, they will be asked to give their input and testimonials to collect valuable information needed for the design.

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.

Mr. Jimmy Padilla was selected to MANAGE THE IMPLEMENTATION of the School Action Planning Grant. On July 2019, Mr. Padilla has hired to serve as the Principal for Bruni Middle School. His goals were to: 1) Implement targeted instructional practices to support struggling students; 2) Utilize instructional leaders at the campus to focus on providing direction and support to staff and students in order to obtain favorable state ratings; and 3) Implement data decision-making practices for teachers to track student progress and make instructional adjustments.

Mr. Padilla is QUALIFIED to serve as the Program Director for this program. He has worked in the education field since 2003. His first position was as a 5th grade teacher. By 2007, Mr. Padilla had accepted his first administration role by serving as an Assistant Principal at Monte Alto ISD. Only two years later, Mr. Padilla obtained his first position as a Principal.

Mr. Padilla was selected based on his exceptional leadership, organizational, and communication skills. It is this experience, passion, drive, and determination that will help ensure the program stays on track and is fully implemented once approved by TEA. Mr. Padilla will also partake in grant related training and will visit other state funded projects similar to this project to garner input and ideas on how best to improve the Bruni Middle School campus and secure a C or better campus rating.

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

| | |
|--|----------|
| School Leader Stipend. | \$10,000 |
| Extra-duty pay for Teachers to attend Summer Professional Development Trainings. | \$15,000 |
| | |
| District's Approved Indirect. | \$15,998 |

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|--|----------|
| TAP/Consultation Assistance. | \$71,502 |
| Summer Professional Development Trainings to Create More Effective Teachers. | \$25,000 |
| Communications Planning and Support. | \$10,000 |

SUPPLIES AND MATERIALS (6300)

| | |
|--|----------|
| Other Materials and Supplies for Grant Activities. | \$30,000 |
| Instructional Materials Needed for the Program. | \$47,500 |
| | |

OTHER OPERATING COSTS (6400)

| | |
|---|----------|
| Funding for School Community Engagement Events. | \$10,000 |
| Funding to cover Travel Expenses. | \$10,000 |
| LSG Training Expenses for Board Members. | \$5,000 |

CAPITAL OUTLAY (6600)

| | |
|--|--|
| | |
| | |

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 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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