



**2021-2023 School Action Fund-Implementation**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021**

NOGA ID

Authorizing Legislation **P.L. 114-95, Section 1003 [20 U.S.C. 6303] School Improvement**

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, 2023**

Pre-award costs are not permitted.

**Required Attachments**

Applicants must submit the TEA-supplied attachment that corresponds to the selected school action. See pg. 15 of 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
In the most recent TEA accountability ratings, Ector College Prep Success Academy (Ector College Prep) was rated F overall in the TEA state accountability system.	Funds will support full implementation of the LSAE instructional model to dramatically improve student learning outcomes. TFS-TX will use funds to implement summer school in 2022, provide expert training to teachers, enhance technology access to provide differentiated instruction, implement the Dyad program and fund a position to coordinate the unique aspects of the model.
In the most recent TEA accountability ratings, Ector College Prep earned a F in the Closing the Gaps domain of the TEA state accountability system.	Expanding capacity for high quality E-learning resources by purchasing technology, textbooks, curriculum and expert PD will enable Ector College Prep to provide differentiated instruction to better reach all students' needs through exceptional quality of instruction and at or above grade level content.
100% of teachers for SY 2021-22 at Ector College Prep are new to the Third Future Model.	Teachers will receive 9 days of intensive professional development this summer and daily, on the job, embedded PD and coaching on the LSAE instructional model during the 2021-22 school year. In addition, teachers will receive 10 monthly dedicated 8 hr network PD days and weekly PLC PD.

**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 July 1, 2023, Ector College Prep, a Sub-chapter C charter school operated by Third Future Schools-TX (TFS-TX), will achieve an overall score of over 82 on the 2022-23 School Report Card of the Texas Accountability System.

**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

1. Grades 6-8 take TEA Optional Beginning of Year Assessment
2. Grades 6-8 demonstrate at least .9 times average yearly growth of U.S. students by December for each grade level on the mid-year NWEA MAP assessments (students will attain nearly two years of growth by end of year); complete STAAR interim assessment in November
3. 60% of students (Grades 6-8) demonstrate typical or above growth in DIBELS
4. 100% of technology purchased
5. 11 days of professional development in direct instruction and differentiated learning completed by staff
6. Hire Dyad Coordinator for Ector College Prep



**Measurable Progress (Cont.)**

Second-Quarter Benchmark

1. 70% of 6-8 grade students demonstrate typical or above typical growth on DIBELS
2. All teachers complete 13 days of PD with distinguished teachers and instructional leaders
3. 100% of teachers use daily demonstrations of learning (DoL) to monitor proficiency
4. All purchased technology distributed
5. 100% of students have access to community support offerings, such as dance
6. Project-based Dyad courses are available to all students
7. 100% of students in grades 6 -8 take March STAAR interim assessment; 80% meet performance goals developed from November STAAR interim assessment results
8. Grades 6-8 will be on track to attain 1.5 years of academic growth as measured by NWEA MAP assessment

Third-Quarter Benchmark

1. 30% of enrolled students participate in a 5-week "Fifth Quarter" summer school program
2. 80% of 6-8 students demonstrate typical or above typical growth in reading progress on DIBELS
3. 100% of teachers monitor student proficiency levels daily using demonstrations of learning
4. Teachers complete at least 11 days of SY 2021 professional development led by instructional experts
5. 100% of Grades 6-8 students have completed 50% of the Dyad requirements - project based learning

**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.

Project evaluation data is consistently used for monitoring and adjusting TFS-TX programmatic strategies in real time. TFS-TX is committed to implementing a continuous improvement model at Ector College Prep. The TFS team will use data to adjust frequently, and will regularly report on progress toward goals to ECISD. TFS-TX's current timeline requires that within the first 2 weeks, after the assessments described in the First Quarter benchmarks are administered to establish baseline performance for all students, and after teachers have been instructing the students in analyzing their daily demonstrations of learning, Ector College Prep will modify "individual learning plans" and provide additional support where needed. Examples of support strategy activities could include one-on-one literacy instruction, a reading intervention group, or remote home support.

The TFS-TX program is already highly differentiated and additional targeted support will be available for the students who need it. Equally important is the assessment of the instruction and the fidelity with which the highly-differentiated and rigorous instructional model and high-quality curriculum are being implemented. The seasoned and highly skilled campus leaders and instructional coaches will be assessing the quality of instruction daily with classroom observations and providing coaching and feedback continuously. Ector College Prep will be making modifications in instructional delivery of the model from day one.

If quarterly benchmarks do not show appropriate progress toward meeting the summative SMART goal, campus leaders will look at the quality of instruction. School leadership will make targeted adjustments to professional development and provide more training for specific teachers. If the school is not making sufficient progress, more relevant instructional time will be provided for the students who need it. This may be after-school tutoring and additional online learning at home. Ector College Prep will implement a lengthened school year and require students who are behind to attend "Fifth Quarter" in summer 2022. Through the use of philanthropic funds, Ector College Prep will also have "Fifth Quarter" in Summer 2021 that students can attend voluntarily and recruitment is currently underway.

**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 2021–2023 School Action Fund-Implementation Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant will work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- 5. The applicant will budget 15% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other items identified in the budget guidance. This amount will be subtracted from the total grant award and used by TEA and ESC 13 to establish a contract with the matched provider.
- 6. The applicant will identify a project manager. The applicant may use other funds for this position.
- 7. Applicants pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.
- 8. The applicant assures all fidelity of implementation revisions with the matched school action technical assistance provider will be completed on or before October 15, 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 must commit to TEA-identified board training.
- 13. The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 Ratings).

**Statutory Requirements**

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

Ector County ISD is fully committed to take whatever action is necessary to support the school improvement activities planned for Ector College Prep Success Academy. Ector College Prep has been operated by a charter partner for the past three years, but unfortunately did not meet the performance measures required for substantial improvement. As a result, the ECISD Board of Trustees recently elected to non-renew that partner's contract and move forward with a new partner - Third Future Schools-Texas (TFS-TX). This big and bold action, alone, demonstrates the commitment that our Board and executive leadership team have made to ensuring a successful turnaround at Ector College Prep.

The performance contract executed by ECISD and TFS-TX provides that the operating partner shall have sole and final authority over the operation of the campus. The autonomy granted to TFS-TX is explicitly explained in Article VIII of the negotiated agreement, wherein TFS-TX assumes authority for the academic program, management of the facility, and hiring and supervision of all staff, among other responsibilities. As a result, the most important school support and improvement activities will be directly overseen by the TFS-TX team. After thoroughly reviewing TFS-TX's Call for Quality Schools application and conducting the capacity interview, ECISD strongly believes that TFS-TX's plans to improve Ector College Prep will lead to ongoing success.

ECISD will fully support TFS-TX in enacting its plan and will provide continual oversight to ensure compliance and success.

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

As part of the performance agreement between Ector County ISD and Third Future Schools-Texas (TFS-TX), TFS-TX will bear primary responsibility for the implementation and oversight of the Ector College Prep school improvement plan. If issues arise which threaten the planned action, TFS-TX and its campus leadership team will make the necessary changes to meet the performance objectives written in the contract with ECISD.

ECISD will provide oversight and support under the auspices of its charter authorizing capacity. In addition to periodic formative reviews of campus performance, the ECISD Board of Trustees will receive a public report concerning the status of each goal progress measure on an annual basis. If one or more goal progress measures are not met, ECISD may require TFS-TX to develop a specific school improvement plan to address deficiencies. The initial contract term covers a three-year period and may be non-renewed by ECISD at the end of the term if inadequate progress is made toward the stated goals of the campus. In more extreme cases, the performance agreement allows for termination during the contract term for substantial failure to meet academic and/or financial performance goals.

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

Prior to partnering with Third Future Schools-Texas earlier this year, Ector County ISD engaged in a rigorous Call for Quality Schools process, which sought to identify the best partner to operate Ector College Prep Success Academy. In particular, operating partners selected by ECISD are those that share a similar mission and vision with our district and prioritize the identified needs of the student body at the struggling campus. The Call for Quality Schools framework requires a comprehensive needs assessment, community engagement, qualitative and quantitative data review, and capacity interviews, prior to selection of a potential operating partner. After that exhaustive process, TFS-TX was selected to lead Ector College Prep.

In order to support the autonomous nature of the operating partner, any additional support required by external organizations will be identified by TFS-TX. Outside of charter authorization oversight activities conducted by ECISD, all recruitment, screening, selection, and evaluation of third-party providers will be undertaken by TFS-TX. Additionally, TFS-TX is responsible for ensuring that the selected partner organizations support identified campus needs and align their work with the school improvement plan.

**Statutory Requirements (Cont'd)**

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

Ector County ISD is fully committed to appropriately deploying resources to maximize the impact that those monies have on students and families in our community. To supplement the School Action Fund grant allotment, ECISD will utilize financial resources appropriated by federal, state, and local agencies to further our efforts to improve Ector College Prep Success Academy and achieve our district's strategic plan goals. Any resource allocated to Third Future Schools-Texas (TFS-TX) or Ector College Prep will be utilized for the primary purpose of meeting the campus goals listed in the school improvement plan.

The ECISD Finance Division and the Executive Director of Federal and State Programs will work closely with the TFS-TX leadership team to comply with all federal and state regulations. As is our common practice, ECISD will exercise fiscal control measures and appropriate accounting procedures to ensure proper disbursement of and accounting for all federal and state funds.

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

As a member of the System of Great Schools cohort, Ector County ISD understands the impact that high-fidelity, strategic school actions can have on struggling learners. Third Future Schools-Texas has established a track record of success by implementing high-quality, evidence-based, data-driven school turnaround efforts. In order to achieve the desired results, TFS-TX and the campus leadership team must be granted full autonomy over curriculum, programming, staffing, professional development, budget, and day-to-day operations. Responsibility over these and other matters is clearly codified in the performance contract, which stipulates that TFS-TX has sole and final authority.

Additionally, recently-approved ECISD Board Policy ELA(LOCAL) establishes that, "the Board shall support the operating partner's authority over the campus charter's day-to-day operations and budget."

If, during the term of the charter agreement, the need arises for other operational flexibilities, the ECISD leadership team will work efficiently and in good faith to evaluate the specific need and make the adjustments necessary to continue strategic implementation of the school action.

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

The partner selected for the this restart action incorporates many evidence-based strategies into their academic model. "LSAE" uses extended learning time to combine direct instruction with personalized learning and includes high-dosage tutoring. First, students receive grade-level direct instruction. Then, after taking a "demonstration of learning", each student is divided into 1 of 4 groups based on individual mastery of the objective. Some students are Learning the objective and need additional direct teacher support, others are Securing their knowledge and understanding, and still others are Accelerated or ready to move to Enrichment. Each group completes different activities based on mastery level. There is a rich research base on many components of the model. While personalized learning has different interpretations and is relatively new, initial research is promising and suggests improved student outcomes (Rand Corporation, 2015). At other schools using the model, students have demonstrated twice the U.S. growth in reading and math as assessed on NWEA MAP.



**Program Requirements**

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

<input checked="" 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"/> Restart a struggling school as a district-managed, ACE campus	<input type="radio"/> Redesign a rural school with 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.

As Ector County ISD continues to implement a district-wide System of Great Schools strategy, executive leadership team members are actively involved in analyzing school performance and surveying community needs in an effort to identify under-performing schools which may benefit from aggressive school actions. Ector College Prep Success Academy has struggled for many years to climb out of "Improvement Required" status, and the previous charter operating partner had its contract non-renewed by the ECISD Board of Trustees earlier this year.

After the decision to dissolve our partnership with the previous operator, a number of options were discussed with various stakeholders, including district administrators, community members, and the Board of Trustees. Eventually, the decision was made to initiate a new Call for Quality Schools in an effort to identify a new operating partner to turnaround the campus. From that process, Third Future Schools-Texas was ultimately selected to operate Ector College Prep.

The ECISD stakeholders involved in the selection process felt strongly that a partner-managed school restart strategy would best meet the needs of the Ector College Prep student body. In particular, this strategy will provide the operational flexibility to bring about the needed structural and curricular changes, as well as financial sustainability provided through Senate Bill 1882 financial incentives and creative budgeting plans.

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

Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society. In order to achieve this goal, the ECISD Board of Trustees, Superintendent, district leadership team members, and other stakeholders recognize that BIG and BOLD actions are required to ensure ALL of our students are served in high-quality, best-fit schools. This realization led our team to rethink our current menu of school choices and become part of the System of Great Schools cohort. Doing so has provided our leaders with the personalized guidance and expertise necessary to implement sweeping change initiatives and turnaround failing schools.

Our partnership with Third Future Schools-Texas serves to advance both our district's strategic plan as well as the core beliefs that serve as the foundation of the System of Great Schools program. Leveraging charter partnership opportunities, like this one, helps ECISD to create additional high-quality seats and empower families to select best-fit options for their child's education.

Restarting Ector College Prep as a partner-managed campus has the potential to significantly improve student outcomes for Ector students and serve as a model for future turnaround efforts at other ECISD campuses.

**Program Requirements (Cont'd)**

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

In Ector County ISD, the Division of Student and School Support drives the implementation of the System of Great Schools initiative. But, this team does not work alone! In fact, planning for bold school actions requires collaboration from our Superintendent, Board of Trustees, and members of every department in our organization.

After consulting with our TEA-assigned executive advisor firm, Civic Solutions Group, the Assistant Superintendent of Student and School Support broached the topic of potential new school actions with the Superintendent's Cabinet. Cabinet members, including the Superintendent, Deputy Superintendent, Associate Superintendent of Curriculum & Instruction, Chief Financial Officer, and others, were deeply involved in the Call for Quality Schools process, the eventual recommendation of Third Future Schools-Texas as our operating partner, and the decision to pursue this School Action Fund implementation grant.

The Division of Student and School Support, Third Future Schools-Texas, and the Ector College Prep campus leadership team have continued to engage senior district leaders as we move quickly toward the fall 2021 restart of Ector College Prep Success Academy. The entire executive leadership team in ECISD has helped to craft this school action, supports its implementation, and is dedicated to bringing about the change necessary to set Ector College Prep on a new, more fruitful path.

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

The ECISD Communications Department, in collaboration with the Division of Student and School Support, has worked diligently to keep our stakeholders and the community at-large abreast of the changes coming to Ector College Prep Success Academy. This campus has undergone a number of strategic changes over its lifespan, including a shift from serving high school students to becoming a middle school campus, and later partnering with an external organization to operate the facility. Because the campus has been an integral part of the fabric of our community for decades, there is always keen interest in the status of the school. To this end, the Communications Department has taken great care to consider the many interested parties in designing its communications plan, including current and former students, their families, teachers, staff, and the Odessa community.

ECISD has regularly engaged the community in discussions about school effectiveness, progress monitoring, and designing and implementing school actions. During the Call for Quality Schools process, ECISD leaders held multiple webinars to solicit feedback from families and staff members regarding their opinions about the turnaround process and potential partnership opportunities. Furthermore, once Third Future Schools-Texas was selected as the operating partner for Ector College Prep, the TFS-TX team immediately began its own communications and marketing campaign, which included meetings with staff, Town Hall events with students and parents, and continued communications with the ECISD Board of Trustees and Student and School Support team.

TFS-TX plans to continue its efforts to solicit feedback from students, families, and the community as Ector College Prep is restarted next school year. Specifically, the campus leadership team plans to conduct multiple satisfaction surveys and Town Halls. The feedback collected from these efforts will help the TFS-TX team to gauge the effectiveness of its program and make any necessary adjustments.



**Program Requirements (Cont'd)**

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

Ector County ISD understands the significant role the technical assistance provider plays in any successful school action, and anticipates that our selected technical assistance provider will be able to provide the needed support to ensure a successful partnership and relaunch of Ector College Prep Success Academy. Specifically, ECISD expects to collaborate with our technical assistance provider in the following areas:

1. Charter Transition - support for Third Future Schools-Texas in building strong programmatic foundations as Ector College Prep transitions from a previous operating partner
2. School Oversight - support for ECISD to support and monitor TFS-TX in implementing their instructional program without violating the autonomies provided to the operating partner in the performance agreement
3. Financial Planning - support for ECISD and TFS-TX to appropriately budget grant funds to maximize their impact on student growth and long-term campus sustainability
4. Grant Compliance - support ECISD and TFS-TX to ensure compliance with all TEA grant guidelines and requirements

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

Chad Crowson will manage the implementation grant. He currently serves as ECISD's Director of Planning and School Choice and, in that capacity, oversees the entirety of ECISD's System of Great Schools implementation, including SB 1882 Partnerships and School Action Fund projects. Mr. Crowson, who holds both a Juris Doctor and Master of Educational Administration degree, has worked in the education field for 16 years. He began his teaching career as a Teach for America corps member, and has since served as a teacher, instructional coach, assistant principal, principal, and Coordinator of Leadership. Immediately prior to joining ECISD, he served as campus principal for a suburban 6A high school in Houston, Texas. During his career, Mr. Crowson has directly or indirectly managed numerous state and federal grant projects.

**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. See Program Guidelines, pages 9-10, for detailed instructions on the use of grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)**

**BUDGET**

District Administrator/Grant Manager	\$100,000
Administrative Coordinator for Operating Partner	\$80,000
Summer School Program Payroll	\$250,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Matched Technical Assistance Provider	\$150,000
Third Party School Quality Reviews	\$10,000
Professional Development/Curriculum Development/After-School Programming	\$315,000

**SUPPLIES AND MATERIALS (6300)**

Classroom Technology	\$65,000
Supplies/Materials to Support Grant Activities	\$5,000

**OTHER OPERATING COSTS (6400)**

Travel for TEA-required Events	\$10,000
Communications Planning and Support	\$5,000
School Community Engagement Events	\$5,000

**CAPITAL OUTLAY (6600)**

Miscellaneous Expenses to Support Grant Activities	\$5,000

**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.**

[Empty box for section selection]

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

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FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
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FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
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.**

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