



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID []

Application stamp-in date and time

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

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization: Crandall Independent School District
Campus name: [] CDN: 129901 Vendor ID: 1756001225 ESC: 10 UEI: []
Address: 400 West Lewis Street City: Crandall ZIP: 75114 Phone: 972-427-6000
Primary Contact: Maresa Bailey Email: mbailey@crandall-isd.net Phone: 972-427-6000
Secondary Contact: Carri Eddy Email: cedly@crandall-isd.net Phone: 972-427-6000

2. Certification and Incorporation

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

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

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

Authorized Official Name: Carri Eddy Title: Administration Email: mbailey@crandall-isd.net

Phone: 972-427-6000 Signature: Carri Eddy Digitally signed by Carri Eddy Date: 2023.02.09 16:11:47 -06'00' Date: 01/23/2023

Grant Writer Name: Maresa Bailey Signature: Maresa Bailey Digitally signed by Maresa Bailey Date: 2023.01.18 12:32:35 -06'00' Date: 01/23/2023

[x] Grant writer is an employee of the applicant organization. [] Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the “Shared Services Arrangement Attachment” must be completed and signed by all SSA members, and submitted to TEA before the NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Crandall ISD is a fast growing school district with a total population of just over 6,000 students. Currently, there are five elementary campuses that serve a total of 3,313 students. All five elementary campuses are Title I with an average of 66 percent economically disadvantaged students, 52 percent meeting the standards for at-risk, and 27 percent considered English language learners. Four of the five campuses received an accountability rating of C. One elementary campus, Walker, is in year 2 off a Targeted Improvement Plan due to 2019 state accountability, and received an accountability rating of a B for the 2021-2022 school year. 2021-2022 state accountability indicates an average of 46 percent of elementary students meet grade level or above in reading and 39 percent meet grade level or above in math. An average of eight percent of students are targeted for accelerated learning for HB4545, and an average of over 8 percent of students meet criteria for chronic absenteeism. Currently, two campuses participate in after school programs through TCLAS Decision 11, and these two campuses have seen academic student growth in reading and math in the students participating. Stakeholders agree that students and families need targeted academic support with additional tutoring for an extended time with high quality resources. Targeted participation numbers were selected based on the total number of students who did not meet standards in reading and math and based on current numbers of students attending after school tutoring and after school programs. Crandall ISD has been a small rural community that is now considered one of the fastest growing cities in the country. The school district grew over 1,000 students from the 21-22 school year and the 22-23 school year. Projected growth is that the school district will have over 10,000 students in the next three to five years. With additional students and families becoming a part of the school district, there is an additional need for academic resources to be available quickly. Currently, there is a community organization that works with the school district to provide additional resources with the limited funding it acquires. The 21st Century Grant would allow for additional high quality academic and enrichment resources without a cost and would provide opportunities for Crandall ISD to enrich parent engagement with needed educational resources.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

The 21st Century Grant focuses on measurable goals in the areas of improved academic performance in reading and math; improved school attendance; improved student engagement in learning, and improved family engagement in the education and learning of students and families. Crandall ISD will identify students at each elementary campus examining the following: accountability data, student grades, attendance, additional services needed, discipline records, teacher recommendations, and parent inquiries. Crandall ISD will communicate with all community stakeholders to ensure a complete understanding of how the after school programs will enhance student academic achievement through high quality tutoring, enrichment opportunities, and parent education aimed at literacy and student academic supports. Staffing will include a dedicated program director, program specialist for academic and family engagement resources, and site coordinators. These individuals will seek academic based tutors that meet the established goals and needs of the programs. Enrichment activities and programming will be selected based on the established needs of the individual programs and surveys of program communities. Family engagement programs will be established that serve the needs of each program that includes parent input through surveys and data collection. All programs must follow the programming guidelines as established by the grant program. Implementation guidelines that align with the grant program will be set through a steering committee comprised of all stakeholders including school day staff. The steering committee will meet regularly to discuss the after school program, examine all program operations, discuss school day academic operations, and to examine data of student participation in program, student attendance, academics, and discipline to ensure alignment and fidelity.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

Monitoring and evaluation of programs must be a continuous cycle to ensure progress on goals and to determine how to address when programs goals are not met. Participation in state required monitoring ensures that program staff see and address program concerns as needed. Data collection is essential in program implementation, fidelity, and goal progress. Data that should be considered includes student attendance in program, outcome assessments, surveys, interviews, program observations, student school data, state evaluations, and local evaluations. Local evaluation of center programs is essential to ensure the programs have the student outcomes that are expected and needed. Using the Texas Ace Local Evaluation Guide provides a framework for a collaborative process. Local evaluation allows all stakeholders to examine how programs are designed and how the design is meeting the needs of the students. Local evaluation should be organized with three key stages, develop, assess, and review. Technical assistance is an integral part of the after school programming. Technical assistance can provide the necessary supports planning, implementation, program operations including the daily operations, and strategies for growth and improvement. Finally, training and resources are valuable supports for effective programs that meet the goals of the individual programs.

7. 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 they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 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 proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

Targeted academic supports are set to improve the overall academic achievement of students participating in the after school program. Students participating in the after school program will receive academic support through use of High Impact Tutoring in the areas of reading and math. Students involved in HIT will receive support in their area(s) of need and progress and growth will be tracked to ensure students are improving skills as needed for achievement on state accountability. Students will receive assistance with homework daily and will receive subject based tutoring as needed. After school program staff will work in collaboration with students' teachers to provide immediate and additional remediation and intervention on academic concepts as students need through the school year. Students who are English learners will receive additional academic supports in the after school programs to emphasize necessary language skills for academic achievement.

Student interest-based enrichment will be determined based on input from program stakeholders including steering committee, program staff, students, and parents. Enrichment activities will include activities that are linked to the academics needs of each program. Enrichment activities that promote health and fitness, college and career knowledge, community service learning, and a focus on the arts in education will be implemented. Student enrichment activities will use all available resources including school day staff, volunteers, and cost based services.

Family engagement will be monthly programming that will be determined based on input from program stakeholders including steering committee, program staff, students, and parents. Resources will be provided that are community based, service oriented, and allow families access to needed knowledge to assist in their students education. Family engagement includes literacy for adults, career related skills, parenting education, cultural celebrations, student presentations of learning in after school program, and programs that build student-parent relationships. Parents and students will be instrumental in the planning and implementation of monthly family engagement programs.

Student academic achievement can improve where there is a focus on the targeted needs of students and providing the needed supports. Students perform and achieve when they are engaged and excited in their learning, and parents can ensure they support students when they have a full understanding of what their students' needs are.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

Crandall ISD after school programs will implement high impact tutoring with high quality instructional materials to ensure academic performance and achievement are effective. High impact tutoring is effective with a tutor that is skillfully trained, able to build relationships, and works with students in a small group setting. Tutors will use the instructional materials that align with the needed concepts for the programs' students and will collaborate with any special services staff as needed. There are numerous evidence based teaching strategies that are essential to student learning and specific strategies that work well in an after school program. Students in after school programs can benefit when they understand the goals associated with their learning. After school programs allow the necessary time for students to work together and allows the tutor/teacher the flexibility monitor students to ensure learning is taking place. After school programs allow students the extra time that might be necessary to practice certain concepts and gives students the freedom to do so. Also, teachers/tutors have plenty of time to provide individualized feedback that students need to be successful. Finally, enrichment activities make learning fun for students and provide the needed connection between the academic concept and real world application. Using research based best practices in after school programs gives students the academic support that they need to be successful in their classrooms and with the needed learning.

3. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

Participating students will attend the after school program housed at their assigned elementary school. The Needs assessment determined that parents want the responsibility of picking up students at the end of the after school program due to the ending time of 6:00. Parents did not want students to arrive home at the later time by using bus transportation.

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8. Statutory/Program Requirements (Cont.)

4. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Describe the applicant's plan to inform the community about the center and participating in the program.

Once awarded the 21st Century Grant, communication regarding the after school program at each elementary campus will begin. A district steering committee will be formed to plan initial communication about the grant program for each campus. A communication plan will be constructed that includes notification about the grant awarded, how the after school program will be implemented at each elementary campus, the why and focus of the programs, how students can be a part of the program, the application process, and timeline and requirements of participation in the program. Initial communication will be at the district level and will be sent through all communication channels including social media, website, and email messaging. Once campus sites have required staffing, they will begin targeted communication with students selected based on academic needs. Staff will contact parents through email and phone to illicit participation in program.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

Each program will allow volunteers to assist with tutoring, enrichment activities, and student mentoring. Volunteers will be accepted and placed according to skills of the volunteer and needs of the program. Programs can seek volunteers to lead the needed enrichment activities and/or provide the resources needed for an enrichment activity. All volunteers will be screened according to district policies. Volunteers that could be beneficial are college-aged and high school students to assist with tutoring and mentoring, and community professionals that could provide insight into local career opportunities.

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8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

As the after school programs are added at each elementary school, it will be necessary for each campus to have a steering committee comprised of campus stakeholders. The steering committee will plan and coordinate how the after school program will be set within each building. The plan will ensure that all district policies are followed with regard to facility use, safety protocols, and custodial services. Crandall ISD security will train the after school program staff to ensure any safety needs/concerns are handled and/or processes are known should such an emergency situation arise. Crandall ISD will make the determination for how health services and nurse(s) will be available for each after school program. Health related training will be given to all program staff to ensure any student medical needs can be handled safely and correctly. Each campus steering committee will identify students that need specialized services such as 504, SPED, EL, GT, and how these students' needs will be met in the after school program. Plans will be determined on how the students' needs are communicated and how they need to be addressed. Planning, training, and implementation will be essential to ensure students' needs are met.

7. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

Establishing five after school programs with grant funds and a joint partnership allows Crandall ISD to determine the student needs and resources needed for the programs on a yearly basis. Also, this allows Crandall ISD to have the data, evaluation, and assessments that demonstrate what is successful for student achievement and growth. Throughout the grant program, Crandall ISD will need to evaluate the costs associated with each program and research and explore additional new funding resources. Evaluation of current use of Title I funds and compensatory education funds will need to take place to determine overall current benefit and potential benefit for after school programs. As a fast growing district, it will be imperative for continual planning and coordination with the yearly budget to ensure the addition of funds that are associated with the after school programs become a part of the yearly district budget within a timeline prior to the end of the grant funds.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership
- The applicant is unable to partner

Currently, Crandall ISD has partnerships with the Heartland Education Foundation, Crandall Education Foundation, Be A Champion, 4H, and The Perot Museum. All of these partnerships provide academic resources, volunteers, snacks and food for current after school programs/tutoring, and school supplies and materials for teachers and students. Community partnerships are essential for student success and ensuring a small and fast growing district can provide enrichment opportunities for students that otherwise may not be available. The mission of the Heartland Education Foundation is to support the neighborhood schools and provide enhanced educational opportunities for students, such as innovative programming, technology, equipment, and art programs. The Crandall Education Foundation provides grants for teachers and staff that benefit students academic learning. Be A Champion currently provides snacks for the afterschool programs and tutoring programs at the elementary campuses. The Perot Museum is the newest partnership that has provides educational based labs for students at all grade levels. While these partnerships have been beneficial, they cannot provide all that is needed for the students especially at the rate of growth the school district is experiencing. A joint partnership will ensure more students can receive a full suite of academic resources to improve student learning and for student growth. A joint partnership can assist each after school program to have targeted academic and enrichment resources that align with the overall needs of each program. Currently, resources are shared and similar across the school district. With the 21st Century grant and a joint partnership, resources can be selected based on each program's specific group of students' academic needs and students' interests.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

The after school program should be an extension of a student's school day providing the additional time to master concepts and provide needed interventions to ensure mastery for student achievement in accountability. After school program staff must be in communication with school day staff to have knowledge of what is being taught, how it is being taught, and when it is being taught. After school program staff should be collaborating with school day staff on how the students in the program are performing in class and on assessments. After school program staff should be monitoring students' grades, attendance, and behavior on a schedule to ensure they are providing the needed supports for these students to have success. Currently, Crandall ISD has two campuses, Walker and Dietz, with the Decision 11 TCLAS After School Programs. The students in these programs have seen growth and improvement in their reading levels, their performance on local assessments, improved overall attendance, and improvement in daily behaviors. The 21st Century grant can provide the additional resources, support, and staff that are needed to ensure these students and additional students can benefit from the intentional supports. Currently, HIT is used at the two campuses also. The targeted tutoring and targeted resources have provided students with additional supports for specific areas of academic need that they would not have otherwise in the regular classroom. HIT gives students the opportunity to have intentional focus on their areas of need in a small group setting of 1:3 for a targeted time of 30 minutes three times a week. Current staff and students using HIT have seen growth and improvement in the areas of need. Training and relationship building are essential components for HIT to be successful.

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9. 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"/>

10. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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11. 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.

Payroll Costs

1.	Project Director	\$80,000
2.	Program Specialist	\$75,000
3.	Site Coordinator x5	\$335,000
4.	Tutors	\$210,000
5.	Other Support	\$100,000

Professional and Contracted Services

6.	Professional and Contracted Services	\$375,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Academic and Enrichment Resources	\$325,000
12.	Family Engagment Resources	\$25,000
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.	Technology - Chromebooks/Cart for 5 centers	\$40,000
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be 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.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, 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.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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