



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): [ ]

1. Applicant Information

Name of organization Cedars International Academy

Campus name Cedars International Academy CDN 227817 Vendor ID 1742960628 ESC 13 UEI [ ]

Address 8416 N Interstate 35 City Austin, TX ZIP 78753 Phone 5124191551

Primary Contact Marcelo Schneider Email mschneider@cedars-academy.org Phone 5124191551

Secondary Contact Heather Rauls Email hrauls@cedars-academy.org Phone 5124191551

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):

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

Authorized Official Name Marcelo Schneider Title Mr Email mschneider@cedars-academy.org

Phone 5124191551 Signature [ ] Date 01/23/2023

Grant Writer Name [ ] Signature [ ] Date [ ]

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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Name of organization

Campus name  CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

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- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Digitally signed by Michael G. Blalock Date: 2023.03.08 06:45:05 -06'00' 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.

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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.

Cedars International Academy is a Title 1 school with a large percentage of students that show a need for academic assistance. 90% of the students at Cedars are economically disadvantaged, 54% of Cedars' students are English Language Learners, and 60% are at-risk students. After-school and summer school students at Cedars need academic improvement, with the highest reading and math needs.

This high need is evidenced in four ways, all of which can be addressed by the 21st CCLC..

High population of LEP students (Limited English Proficiency-54%)

High population of students At Risk for academic failure (60% average for the consortium)

High population of free/reduced lunch participants (90% average for the consortium)

A significant population of Special Education Students (12% average for the consortium)

Early release on Fridays: Professional development and teacher team planning are essential to student success during the school day and create a barrier for working families.

Cedars International Academy gained input from the TCLAS Steering Committee, parent and student surveys before the launch of the TCLAS ADSY and Afterschool program. The leadership team met every Friday with our design and implementation partner.

The surveys demonstrated very high levels of support for after-school programs:

100% of parents and 100% of teachers agreed that an expanded learning program would benefit the school community. The Steering Committee decided upon the following needs and processes for after-school and summer programming:

Cedars should target students for program enrollment through a data-driven nomination process.

A teacher, administrator, or school counselor will nominate students to the program.

The first priority will be academic needs, as evidenced by assessment data.

The second priority will be a social-emotional need or economic status.

The third priority will be parent request (to accommodate the needs of working families).

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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.

Accelerating reading and math instruction, and meeting the academic needs of at-risk students is the primary goal of the program. This goal will be achieved by providing a holistic program that reflects the school community's needs and nurtures students' academic, social, and emotional growth by engaging teachers, family members, and community members in a collective effort to improve successful outcomes for students. Students will expand their 21st-century skills while improving their foundational skills in real-world contexts.

Cedars has a goal of 70% meets and masters in reading and math on the 2023 and 2024 STAAR.  
Academic assistance in math and reading.

**SMART GOAL:**

Cedars International Academy students will increase reading and math achievement by 5% as measured by 2024 STAAR.

Cedars International Academy students will increase reading and math achievement by 2% as measured by NWEA Map Assessment.

Strengthening the pathway to college, especially for first-generation college students.

STEM-based activities for all students, Monday-Friday.

**SMART GOAL:**

90% of students will participate in a variety of enrichment activities based on the rubric as measured by the master schedule.

Social-Emotional Learning activities for all students

**SMART GOAL:**

Cedars International Academy will redesign the summer learning program to include social-emotional learning, high-quality instructional material, and interventions.

80% of students will be recognized for positive behavior and attendance as measured by weekly celebrations

Project Based Learning for all students.

**SMART GOAL:**

100% of students will engage in differentiated, project-based learning lessons during summer programming which is aligned to the District Improvement goals.

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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.

Cedars is currently in the process of evaluating and modifying the TCLAS ADSY Summer Program. We followed the continuous improvement process per TEA guidelines, which is as follows:  
 The Project Director gathered attendance, NWEA MAP, STAAR, and behavior referrals. The information was discussed with campus administrators and our Technical Assistance Partner.  
 Upon completion of the 21st Century grant, we will gather daily sign-in sheets, attendance, sign-in sheets from special events, tutorial logs, and benchmark data. The committee will review the data and provide a detailed report of the findings before determining the next steps.  
 Upon completion of the data review, we want to invite committee members, campus and district administrators, and site-based counselors to review the data and refine the findings of the year's data.  
 At the end of the year, we will send out surveys to staff, students, and families to improve and strengthen the program.  
 The final report will be posted online and shared with the school community.

**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 21<sup>st</sup> 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.

Cedars has been a past recipient of the ACE 21st Century Community Learning Centers grant. The steering committee has signaled an interest in applying for Cycle 12 of the grant and will look for additional grants. The Project Director and steering committee members have indicated a strong desire to continue to provide free programming to support Cedars. A fee-for-service program did provide afterschool activities, but attendance was dramatically different. It did not always include the students who could most benefit from the academic and enrichment support of the TCLAS program.

1) Accelerated reading and math support through high-quality tutoring  
First, certified teachers will lead high-quality tutorials that meet the needs of individual students nominated to the program. Second, workshops with an academic focus will be offered to adult family members. The topics include family literacy, ESL classes, family reading workshops, and family math numeration workshops.

2) Strengthening the pathway to college, especially for first-generation college students.  
The afterschool program will implement three major strategies to meet the college pathways.  
First, at the primary level, students will participate in student-driven Project-Based Learning activities centered on career pathways.  
Second, at the middle school level, students will participate in student choice clubs on career pathways and developing healthy life habits.  
Third, adult family members will be offered workshops to help them understand the processes and resources that are available to help get their child into college, leverage financial aid and loans wisely, and support the persistence required to complete a post-secondary credential.

3) Science, Technology, Engineering, and Mathematics (STEM) activities for all struggling students.  
The ACSC will implement three major strategies to meet this need.  
First, all students will participate in weekly STEM enrichment facilitated by community partners with programs that include design challenges, tinkering and makers' club, 3D printing, drones, coding, and robotics.  
Second, Site Coordinators and Youth counselors will participate in at least 12 hours of training and development of student choice STEM clubs.  
Third, STEM workshops will be offered to adult family members with topics such as coding with kids.

4) Social-Emotional Learning activities for all struggling students, specifically for students nominated by school counselors or social workers.

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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.

We are currently implementing a combination of HQIM and HIT at a low teacher:student ratio (from 1:5 to 1:13 depending on grade level and subject in order to achieve academic improvement.

Academics is complemented with SEL, arts and physical activity courses. Positive student behavior is stimulated and recognized. Community participation is appreciated and encouraged.

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.

Cedars currently does not have transportation services. Families commute from Travis and Williamson County to attend Cedars International Academy.

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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.

Cedars International Academy has a website, [www.cedars-academy.org](http://www.cedars-academy.org). The website includes information about the program's purpose, calendar, and summer and after-school program events. We are in the process of developing a custom mobile-branded app that will be used to communicate with families. Parents receive emails regarding events, bright spots, and calendar reminders.

Cedars Jaguar Road to Excellence will distribute a newsletter in English and Spanish once a quarter which will include schedule, workshops, calendar, reminders, and special events.

Cedars Jaguar Road to Excellence will have a bulletin board in the main building where we post special events, calendar, and highlight projects and activities.

The Site Coordinator will provide updated information to the campus administrator and will include that information in the weekly campus newsletter to teachers and staff. The Site Coordinator will contact parents via phone as needed.

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)

Cedars welcomes volunteers to support day and after-school programs. We encourage families to volunteer during special events, field trips, and community events. Families will complete a volunteer application and must pass a background check prior to volunteering.

We have also partnered with outside organizations and vendors to support our enrichment programs. Volunteers must pass a background check and undergo onboarding training before volunteering. We also have high school and college students who volunteer to support the programs.

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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.

In working with numerous community based organizations, non-governmental organizations, and for profit businesses that provide high quality after school programing. They will include the following:

Cedars will use classrooms, sports court, cafeteria, playgrounds, and the garden with the afterschool program. The school will provide an office space for the Site Coordinator.

Federal funds for meals will cover snacks for the afterschool program and summer course.

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.

Cedars will continue to work with our local community, partners, and sponsors to support the enrichment and academic growth of all students.

Cedars Jaguar Road to Excellence will continue to work with the day school, school administration, and volunteers to support activities, academic enrichment, and support the well-being of all students.

Cedars will continue to look for grants, donations, and fundraising opportunities to benefit the needs of the school community.

Course material purchased with funds from this grant (from Lego Education kits to 3D printers to sport equipment) will continue to be used even after funding from this grant ends.

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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

We will be creating new partnerships and improving on existing ones with members of our community such as parents and alumni.

These partnerships range from volunteer participation in activities as Career Day and having regular volunteer aids in enrichment classes (such as entrepreneurship classes) to paid partnerships with local vendors and Region 13.

With the Nita M. Lowey 21st CCLC grant we hope to expand these partnerships to offer even better quality enrichment courses for our students.

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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.

After the thoughtful input of the steering committee in planning TCLAS Decision 8, several of the steering committee members were included in the TCLAS Decision 11 planning. Middle school students were surveyed, so while they are not meeting regularly with the steering committee, students' voice is included in planning the afterschool program. Cedars had a fee-for-service program on campus last year, and feedback was sought out from a key member of the staff

Cedars will capitalize on the learnings of implementing TCLAS Decision 8, ensuring that data is used to target students and personal invitations and building on relationships with families that could most benefit from the afterschool program.

Here are the additional steps we have taken to support teacher buy-in and support:

Inclusion in the steering committee – we invited teachers and Interventionists who were interested to be a part of the planning process.

Survey – staff members had the opportunity to share their preferred schedule and calendar, and their feedback was taken into account in planning the program calendar.

Teachers have input and are supported with resources to lead an enrichment course they would like to teach, and they have support from paraprofessionals in implementing the classes.

A stipend will be provided for all teachers who complete 25 days of programming.

Children of teachers will have a reserved spot in programming.

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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"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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	60000
2.	Program specialist	40000
3.	Teachers	72000
4.	Aides	124000
5.		

**Professional and Contracted Services**

6.	Vendors - enrichment courses	20000
7.	Field trips	20000
8.		
9.		
10.		

**Supplies and Materials**

11.	Supplies	35000
12.		
13.		
14.		

**Other Operating Costs**

15.	Professional development	5000
16.		
17.		

**Capital Outlay**

18.	Maintenance/repair	10000
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](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.*

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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