



2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 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.

The application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement

Authorizing legislation:

Grant period:

Pre-award costs:

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

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA 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.

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RFA/SAS #

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

4. 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
Improved academic performance in reading and math as evidenced by STAAR and NWEA MAP performance growth	Contract and implement "Solution Tree" at each of the selected campuses. The goal would be that each participant campus complete the required steps to acquire their Highly Effective School Accreditation through Solution Tree which unites the power of PLC and Marzano's High Reliability Schools framework components.
Improved behavioral needs as evidenced by Frontline campus discipline data reports	Work with Solution Tree to create individualized PD opportunities designed for the unique needs of each campus with an overarching thread of integrating a targeted, systematic, and consistent RTI process, as well as, a comprehensive plan for sustained improvement. Improving instruction will ultimately impact discipline
Improved school environments as evidenced by Panorama teacher and student survey data	Conduct a deep dive book study at each selected campus on STEAM implementation using the PBL Handbook. LISD was the 1st Texas STEM district but with high turnover and shortages, we must reignite and reteach foundational STEAM instructional strategies to all. It's imperative that impoverished children of color have opportunities to be fully prepare for future STEAM careers.

5. 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.

The goal is to decrease student discipline referrals by at least 20% by the end of 23-24 at each of the selected campuses when compared with their previous year's Frontline (SIS) discipline referral totals. This goal will be accomplished by implementing Solution Tree which will provide individualized PD experiences based on campus need which will increase teachers' instructional strategy repertoires thus engaging more students and decreasing off-task behaviors. Through the PBL Handbook book study, teachers will incorporate more relevant hands-on real world STEM activities into their content which will propel student motivation increasing engagement and decreasing discipline issues. Incorporation of these best practices will ultimately positively impact academics, reduce discipline issues, and accelerate teacher & student positive perspectives thus influencing campus culture and climate.

6. 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

We will utilize a myriad of data components. We will calculate percentage of student academic growth using NWEA MAP data for each participating grade level (reading & math) from BOY to MOY. We can then calculate percentage growth (reading & math) from BOY to MOY for previous years using the same criteria. We will also compare Frontline student discipline current referral totals, problem behavior category totals, classroom removal totals, and attendance data percentages from BOY to MOY to previous years' Frontline data in each of the 5 categories for the same BOY to MOY time span. We will be able to calculate percentage decrease/increase for discipline current referral totals, problem behavior category totals, classroom removal totals, and attendance data percentages.

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

We will calculate percentage of student academic growth using NWEA MAP data for each participating grade level (reading & math) from MOY to EOY. We can then calculate percentage growth (reading & math) from MOY to EOY for previous years using the same criteria. We will also compare Frontline discipline current referral totals, problem behavior category totals, classroom removal totals, and attendance data percentages from MOY to EOY to previous years' Frontline data in each of the 5 categories for the same MOY to EOY time span. We will be able to calculate percentage decrease/increase for discipline current referral totals, problem behavior category totals, classroom removal totals, and attendance data percentages.

Third-Quarter Benchmark

We will calculate percentage of student academic growth using STAAR data for each participating grade level (reading & math). We can then calculate percentage growth (reading & math) from previous years using the same STAAR criteria. We can also look at individual and total percentage of teacher growth based on a comparison of 23-24 Texas Teacher Evaluation and Support System (T-TESS) evaluation scores to previous years' using both individual and total teacher percentages.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Campuses meet weekly, as a grade level, and/or in content-specific PLCs. Available classroom data will be analyzed on a small scale weekly during PLCs to make periodic instructional changes, if necessary, related to: reteaching, remediating, adjusting pacing, and/or designing collaborative learning opportunities. These potential pivots will be made using weekly assessment data that connects student attainment percentage values with incremental increases in rigor. Example, if a teacher teaches a concept this week and the results of the weekly assessment indicate that only 50% of students passed, or understand the taught concept, then the teacher will need to spend time "reteaching" that concept for students whole group.

reteach 60% or less
 remediate 70% or less
 adjust pacing 80% or less
 collaborative learning 85% or less

This is how each campus/grade level/content-area will respond/react to student data on a weekly basis in-between formalized benchmark points to ensure effective progress monitoring, data analysis, and appropriately applying the concept of data-driven decision making. This decision making process will be utilized at each formal benchmark point as well; however, the data components utilized will be those indicated in #6 Measurable Progress.

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8. 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 2024–2025 Stronger Connections Grant 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 formally establish a Student Support Program at three district campuses (one elementary, one intermediate/middle school, one high school) to address school climate and establish a student support team structure aligned to the training and support provided by the Texas Center for Student Supports and the regional ESC.
5. The applicant will allocate 6% of awarded funds for contracted services for technical assistance provided by the regional ESC. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
6. The applicant will allocate 10% of awarded funds for professional and contracted services with a partner approved by the Texas Center for Student Support and TEA. Complete the transaction with the regional ESC in a timely manner. Time is of the essence in completing the transaction to ensure that the program is implemented efficiently and effectively to successfully achieve the goals of the program.
7. The applicant will use the family engagement playbook developed by the Texas Center for Student Supports to partner and build support with parents and families prior to a student support team assessment, and during the student support implementation process to facilitate a student support partnership with families.
8. The applicant will establish a parent, student, and staff advisory committee to provide input on the establishment of the Student Support Program.
9. The applicant will engage in Student Support Program planning activities from the beginning of the grant program through implementation at the beginning of the 2024-2025 school year.
10. The applicant will establish and implement at the beginning of the 2024-2025 school year, the Student Support Program aligned to the content and training provided by the Texas Center for Student Supports.
11. The applicant will incorporate a case management system into the student support team structure aligned to the training and support provided by the Texas Center for Student Supports.
12. The applicant will align the student support team structure with behavioral threat assessment team operation and outcomes to ensure that students are well supported and that the effectiveness of interventions are monitored.
13. The applicant will implement the data collection and reporting system developed by the Texas Center for Student Supports to gather and analyze data to monitor efficacy of the implementation of the Student Support Program, including student support team structure, quality of support leading to positive outcomes, and data related to increases in desired outcomes (e.g. increase in student support team referrals for nonacademic needs, increase in effective supports received by students, reduction in disciplinary incidents, reduction in bullying and harassment, increase in referrals for mental health services, reduction in removals from class, etc.).
14. The applicant will provide timely response to requests from TEA for information and data regarding program development, implementation, and performance and evaluation measures.

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9. Statutory/ TEA Program Requirements

1. Describe how the LEA will identify the campuses that will participate in the establishment of the Student Support Program described in the program description? Include the criteria or considerations that will influence the determination by the LEA.

Campuses will be selected for the program based on need; specifically, need will be determined by campuses with the highest percentage of discipline behavior referrals, student suspensions, and absenteeism as evidenced by Frontline reporting. Our secondary campuses historically have experienced the highest percentages of student referrals, suspensions, and absentee reporting; therefore, it is imperative for us to implement and transform the current status quo at those grade levels which are so integral to postsecondary success. Lancaster ISD students have a number of hurdles to overcome, hence a complete transformation of the current old-school system of discipline and punishment must be dismantled at the secondary campuses. Otherwise, our historically underrepresented minority students may continue the trend of underperforming when compared to their more affluent Caucasian counterparts. This lack of academic performance perpetuates the economic divide that continues to widen. (See relevant statistical data below:)

*College Readiness: 100% of requisite students are SAT/ACT tested in Lancaster ISD; however, only (4.6%) score "At or Above Criterion."

*Lancaster ranked (78%) 113 out of 145 Texas cities for college degree attainment. Only 19% of city of Lancaster residents have a college diploma.

*Lancaster ISD has an elevated at-risk population of (54.66%) compared to Texas (49.2%) and an extraordinarily high economically disadvantaged population (86.58%) compared to Texas (60.3%).

*City of Lancaster ranked (41%) 154 out of 379 Texas cities by poverty rate (17.4%).

2. Describe how the LEA will ensure that campus leaders and staff are committed to the success of the Student Support Program.

To ensure buy-in of the program at the assigned campuses, there will be teachers and staff from each of the participant campuses in charge of implementation via a committee that will be intimately involved in the initial planning process and throughout. These individuals will be paramount in identifying any potential modifications or tweaks needed in the plan; teachers in particular know better than anyone what is realistically achievable and what may be too lofty. The input from these contributors will be invaluable, and they will be champions of the cause. The selection of committee members will be very strategic for optimum buy-in potential. Consideration will be given to teachers that are informal campus leaders that already have pull with others. Teachers from different disciplines will be chosen and equality given to teacher with tenure and also newbies that will bring new insight and perspective. These committees will set clear, measurable, and attainable goals/objectives that are realistic and implementable to increase the probability of success.

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9. Statutory/Program Requirements (Cont.)

3. Describe how the LEA will engage parents and families to solicit support for the program.

The successful implementation of a restorative practice initiative requires the involvement and commitment of the entire school-community. Stakeholders include district and site administrators, staff, students, families and youth-serving community partners. Since restorative practices is not a program or a curriculum, but rather a philosophy and a way of thinking and acting, introducing restorative practices to the students' families in an inclusive, collaborative and culturally sensitive manner is critical for the success of the ideology. One of the cornerstones is the use of "fair process" which recognizes that people are most likely to support change when they're engaged and included in the process. Human beings are happiest, healthiest and most likely to make positive changes in their behavior when those in authority do things with them rather than to them or and to them. In the case of families, it is critical they're involved early in the process, and that the administration is working with them. It's also important that families understand the reasoning for the schools moving away from a more traditional and punitive approach.

- 1 There will be a series of introductory information meetings held at a variety of times of day so that working parents have options for attending.
- 2 Webinars & social media campaigns will be conducted to provide on-going opportunities for learning and additional input;
- 3 Parent leaders will be identify and invited to be a part of the leadership group responsible for the planning and implementation;
- 4 Information packets will be created for students to take home that inform parents of the many benefits of this philosophy; also coach students regarding the importance of their parents being well informed

4. Describe how the LEA will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program.

To ensure that every participating campus has adequate staff to support the establishment and implementation of the program, all staff at each participant campus will be trained (Capturing Kids' Hearts) including but not limited to: teachers, aides, campus leadership, counselors, nurses, and secretaries. If all staff are trained in this philosophy, then students have confidantes readily available that they best connect with. Students will benefit knowing all adults in their building are allies and can be trusted to support. Adequate support will be provided to these participant staffers through ongoing professional development activities.

- * Require pre-service & ongoing professional development, learning, and mentoring opportunities: professional learning opportunities about maintaining positive class environments, limiting bias, improving trauma-informed approaches, and increasing positive behavior.
- * Training participants on child and youth development: specifically how it relates to student behavior & discipline
- * Adoption of policies and practices that focus on developing, repairing, & sustaining relationships
- * Sufficient in-school access to diverse & certified mental health staff: certified psychologists, counselors, social workers, and behavior specialists. Training provided in culturally competent, trauma-informed, and evidence-based interventions for mental health professionals.
- * Detailed documentation for all disciplinary actions, including class & school removals is required: detailed description of the student conduct, all actions taken by school staff to address the conduct and, if applicable, the disciplinary actions taken.

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9. Statutory/Program Requirements (Cont.)

5. Describe how each of the three campuses that will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

The three campuses that will be participating in the program currently conduct behavioral threat assessments using a somewhat indiscriminate reactive versus proactive methodology. Unfortunately these inconsistent threat assessments are often conducted in an obligatory manner. These campuses treat threat assessments very much like a checklist of warning signs or red flags used more for student removal purposes. Threat assessments instead should be a fact-based, systematic process designed to identify, inquire, assess, and manage potentially dangerous or violent situations. A key goal should be to distinguish between an individual who makes a threat versus one who poses a threat. The threat assessment teams are designed to address any behaviors or communication that raises concern that a person or situation may pose a danger to the safety of the school, campus, or workplace. Texas Education Code 37.108(b) states:

"At least once every three years, each school district shall conduct a safety and security audit of the district's facilities. To the extent possible, a district shall follow safety and security audit procedures developed by the Texas School Safety Center or a comparable public or private entity."

A threat assessment is about people (individuals of concern) and their behavior; therefore, they cannot necessarily be scheduled/planned. However, threat assessment protocol can be regularly practiced so that in the event of an actual threat emergency then those individuals can carryout the required steps to ensure the safety and security of students and staff. Practice will also allow teams to shore up any identified breaches or situations/areas that need refining. Student Support Teams will be incorporated into the threat assessment process to direct, manage, and document the process. They will receive reports about concerning students and situations, gather information, assess the risk posed, and develop intervention and management strategies to mitigate risk. Teams will establish protocols and procedures to follow. These protocols will allow for a smoother assessment process.

6. Describe how the LEA currently identifies student support needs and how it identifies and establishes partnerships with external mental health and behavioral health providers to meet student needs.

The current process of identifying student support needs is not unlike the current inconsistent process for conducting threat assessments. Unfortunately, most campuses have an inadequate number of mental health staff members; therefore, identification and treatment recommendations done within the school setting are basically nonexistent. Adding additional fully-trained knowledgeable professionals well-versed in the intricacies of mental health are well worth their weight in gold. Research shows that improved access to care can allow for early identification and treatment of mental health issues and may be linked to reduced absenteeism and better mental health outcomes. School-based services can also reduce access barrier for underserved populations, including children from low-income households and children of color very much like the composition of LISD students. All campuses in Lancaster ISD have access to medical and/or mental health services for students through a school-based telehealth program. However, telehealth is almost entirely used for medical purposes and often goes unutilized even for medical reasons. Since we are currently experiencing unprecedented shortages in the educational setting, telehealth mental health services may help to alleviate care deficits. Making a more concerted effort to partner with as many mental health entities in the area may also lend itself to helping reducing care shortfalls. Schools may be able to entice mental health entities to volunteer some of their time in the school setting which may further lessen the burden of schools brought about by shortages and inadequate funding.

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9. Statutory/Program Requirements (Cont.)

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

Lancaster ISD currently partners with Region 10 Educational Service Center. Region 10 assists the district in improving student performance and helps us operate more efficiently and economically. Region 10 provides a myriad of programs designed to run the gamut. However, if mental health professionals are scarce in number in a district, then the ability to have these individuals trained to share crucial information is also scarce. A school district often believes that our number one goal is to increase student achievement, but we lose sight of the fact that in order to reach that goal, we must ensure that instructional delivery is optimum. Yes, we should spend time and effort focused on instructional strategy integration, but we must not lose sight of the impetus that social-emotional learning and development bring. We know that individuals with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities. Children thrive. Schools win. Workplaces benefit. Society strengthens. All due to social-emotional learning. This is almost certainly the ball that is dropped in schools with the increased requirement and pressure of state assessments. While Region 10 does not have a specific department that only specializes in social-emotional learning, they do embed SEL into so much of their programming. We would ensure that our participating campuses were consistently participating in MTSS Framework trainings through Region 10 that would assist in integration of best practices that address the whole child. By strengthening our MTSS Framework understanding and specifically our Student Support Program, then our students are more likely to receive individualized intervention mechanisms that target their specific need whether that be academic or behavioral.

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

We believe that by pouring our efforts into STEM delivery in the classroom, this approach will provide a number of critical benefits to our students, including but not limited to: STEM jobs are the future of our economy, teaches critical thinking and innovation, STEM classwork provides unique opportunities for teamwork, helps student develop project management skills, and technology skills become more critical with each passing day. A STEM education focus would be supplemental to reinforcing our MTSS framework and SEL understanding. These critical STEM elements will increase student engagement thus decreasing student discipline. Once students truly understand the thinking processing underlying STEM (Engineering Design Process), they will be more equipped to make decisions and solve problems brought about through failure. Students learn that failure is often a critical component to growth thus diminishing shame. They learn that this critical thinking process can be applied to almost any situation. These children will ultimately become more adept at traversing the world around them and better able to overcome anything that life throws at them. Understanding and utilizing a sophisticated thinking paradigm develops vital skills for 21st century work. The more thoroughly that we can prepare our under-represented minority students for future STEM careers; the more we can attempt to eliminate the ever-growing educational achievement disparities. Wide gaps exist in the persistence rates of minority students completing STEM fields via degrees from a college or university. The achievement gaps that are already apparent prior to URM students' matriculation into college could not only impact their persistence in STEM fields, but also play a part in negatively impacting their mindset and motivation as they begin their STEM majors.

9. Enter the LEA Total Enrollment:

7,035

10. Enter the Regional Educational Service Center that serves the LEA:

10

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10. 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"/>

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- 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 LEA 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 located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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12. 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.	5 additional SEL positions (estimate \$70,000/each)	\$350,000
2.	Benefits (estimate 15%/each)	\$52,500
3.		
4.		
5.		

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	\$60,000
7.	Required 10% of funds to the Texas Center for Student Supports	\$100,000
8.	Solution Tree & Capturing Kids' Hearts	\$180,000
9.	PBLWorks Trainings: PBL 101, Coaching, Leadership, Project Slice, & Support Visits	\$171,000
10.	National Certificate for STEM Teaching & STEM Excellence (Campus Certification)	\$75,000

Supplies and Materials

11.	PBLWorks Materials: PBL Handbook, Study Guide, eBook, Setting the Standard for PBL	\$11,500
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Debt Services

18.		
19.		

Direct administrative costs:

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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. 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"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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