2024-2025 Stronger Connections Grant

Competitive Grant Application: Due 11:59 p.m. CT, July 18, 2023

Texas Education Agency

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: PL 117-159 Bipartisan Safer Communities Act Title II School Improvement Programs, BSCA

Grant period: From **11/15/2023** to **09/30/2025** **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: N/A

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: Waelder Independent School District

Campus name: Waelder School CDN: 089905 Vendor ID: 1746002538 ESC: 13 UEI: VE7WUAYG

Address: 201 US Hwy 90 W City: Waelder ZIP: 78959 Phone: 830.239.5600

Primary Contact: Ron Lilie Email: ronlilie@waelderisd.org Phone: 830.239.5600

Secondary Contact: Susan Forthman Email: acontracts@icloud.com Phone: 210.896.1690

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: Ron Lilie Title: Superintenden Email: ronlilie@waelderisd.org

Phone: 830.239.5600 Signature: Date: 07/18/2023

Grant Writer Name: Susan Forthman Signature: Susan Forthman Digitally signed by Susan Forthman Date: 2023.07.18 16:07:18 -05'00' Date: 07/18/2023

○ Grant writer **is** an employee of the applicant organization. ◉ Grant writer is **not** an employee of the applicant organization.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
95.7% of WISD's student population is economically disadvantaged (35.1% above the state) and 5.2% are homeless (4.1% above the state). These groups of students were disproportionately impacted by the trauma of the pandemic.	In collaboration with the TCSS, WISD will improve climate to ensure welcoming, inclusive school and classroom environments and, through the student support team case management, provide individualized, targeted, internal and external supports for students and families (continuously monitored/assessed to measure impact and identify unmet or new needs).
In 20-21, 21.2% of our students were mobile (7.6 above state). Of this population, 23.8% were emergent bilingual/ELs and 22% had disabilities.These high-need students are impacted by the consistency of support.	As part of developing effective student support team systems through the TCSS, WISD will focus on aspects of those systems that enable us to connect earlier with families and former schools of mobile students, in their preferred language, in order to implement timely and seamless interventions.
Per 2021-22 TAPR, Waelder ISD had a chronic absenteeism rate of 23.4% (8.4% above the state), indicating that these students may be disengaging from school and the supports it provides. 10% of students had disciplinary placements.	The WISD student support team will monitor attendance and behavior consistently, intervening early to engage with students' families to address the barriers to attendance and individual student needs. WISD staff will engage in professional development focused on social-emotional learning, building relationships, and creating safe, inclusive environments.

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.

By the end of the 2024-25 school year, WISD will decrease our chronic absenteeism rate to less than10% and refine student support team case management systems to implement needed, continuing services to incoming students/ families within one week of registration.

By the end of the 2024-25 school year, 100% of WISD staff will have engaged in professional development focused on social-emotional learning, mental health first aid, building relationships, behavior threat assessments, and creating safe, inclusive, & welcoming environments.

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

From November 15, 2023, through April 30, 2024, WISD will collect and analyze school climate baseline data; begin contracted services for technical assistance with the Texas Center for Student Supports (TCSS), ESC 13 and other TEA-approved partners; partner with parents and families using the Family Engagement Playbook; establish a parent, student, and staff advisory committee; engage in Student Support Program activity planning, incorporating a case management system; align the student support team structure with the behavioral threat assessment team; and provide timely reports to TEA.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

From May 1, 2024, through October 31, 2024, WISD will use the TCSS' Family Engagement Playbook during the implementation process; employ the Student Support Program (at the beginning of the school year); implement the Texas Center for Student Supports' data collection and reporting system; continue engaging in Student Support Program planning activities; monitor the effectiveness of the interventions; gather and analyze data to monitor the efficacy of implementation (e.g., structure, related data, quality of support); provide quarterly information and data to TEA regarding program development, implementation, performance, and evaluation; and provide timely reports to TEA.

Third-Quarter Benchmark

From November 1, 2024, through April 30, 2025, WISD will continue monitoring the effectiveness of student and family interventions; continue gathering and analyzing data related to increases in desired outcomes (e.g., decreases in disciplinary placements and referrals and increases in attendance, student support team referrals, effective student supports, referrals for mental health services); continue meeting regularly with the TCSS, ESC 13, school and district leadership, and partnering agencies to analyze data; and continue providing required quarterly reports to TEA.

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.

The WISD Stronger Connections Program Project Director will lead all evaluation efforts at our elementary, middle, and high school levels, in close collaboration with the TCSS.

The Student Support Team will continuously monitor and analyze student-level data (e.g., attendance, behavioral referrals, removal from classes, disciplinary outcomes for student referrals, behavioral threat assessments, and effectiveness of support services, and behavior threat assessment data) as part of their referral and ongoing case management processes following the procedures designed in collaboration with the TCSS.

WISD staff, leadership, partners, and the advisory team (including additional stakeholders such as parents and community members) will meet at least quarterly to analyze school climate survey outcomes, parent and family engagement efforts and outcomes as outlined in the TCSS Family Engagement Playbook, program-level data from . student referrals, and effectiveness of supports.

As we analyze this data, we will reflect and revise, addressing challenges as they occur. TCSS, ESC 13, and other TEA-approved vendors will support this effort through the development of protocols, professional development, coaching, and resources.

If our benchmark or summative SMART goals do not show progress, we will use evaluation data to modify our program for sustainability through the following activities:
- We will identify the root causes for the lack of progress.
- We will focus on our goals, determining and implementing research-based strategies to meet them.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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. If the applicant has few than three campuses or does not have three of the listed types of campuses, the applicant will establish the Student Support Program and the student support team structure at all campuses, up to three, served in the district.

☒ 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.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

Waelder School is designated as one campus by TEA; however, our school includes three distinct levels which are housed separately: Waelder Elementary with 159 students (Early Childhood Education through grade 5), Waelder Middle School with 71 students (grades 6-8), and Waelder High School with 74 students (grades 9-12). We have chosen all three of our schools to participate in the establishment of the Student Support Program based on the following shared criteria:

- 95.7% of Waelder's student population is economically disadvantaged (35.1% above the state) and 5.2% are homeless (4.1% above the state). Research has confirmed that both of these groups were disproportionately impacted by the trauma of the Covid-19 Pandemic.
- In 20-21, 21.2% of our students were mobile (7.6% above the state). Of this population, 22% had disabilities and 23.8% were emergent bilingual students/EL. Therefore, many of our students who have the greatest needs move in and out of our school, impacting the consistency of support systems. During the last two years, this population has grown and continues to grow because of our agricultural businesses (e.g., egg farms and meat plants) that employ migrant workers. Many of these families are refugees from countries such as Honduras and Guatamala which they escaped due to traumatic events.
- Per 2021-22 TAPR, Waelder School's chronic absenteeism rate was 23.4% (8.4% above the state), indicating that these students and their families are disengaging from our school and the support it provides.
- 3% of students received disciplinary placements in 20-21 (2.4% above the state, per 2021-22 TAPR). These referrals were primarily a combination of vaping (THC) and activities related to bullying, both of which are high-risk behaviors.
- 68.2% of our students are at-risk (14.7% above the state).
- Counseling and mental health services are limited in Waelder, Texas due to our rural location and limited resources in general.

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

WISD ensures that campus leaders and staff are committed to the success of the Stronger Connections Program through the following:

1. Applying for this grant was a grass roots request from school leaders and staff because they see, day to day, the need to improve school climate and improve the way we identify and respond to family and student needs through better referral systems, case management systems, and resources. Our leadership and staff want and need the professional development, coaching, and resources that will be provided by the TCSS, ESC 13, and TEA-Approved partners because current access to those resources and services are so lacking in our community. They want to be on the cutting edge of creating a model that works for communities like ours so that they can better support our students and their colleagues in other rural districts who face similar challenges.
2. Staff input and feedback will be encouraged and incorporated throughout the development and implementation of the program through both formal and informal (open door policy) means.
3. Grant funds will provide leaders and staff with access to support and resources they have requested but are not possible within our current fiscal means. Strategic planning will begin early with clear, measurable, and attainable goals and high levels of support to reach and sustain them. Our partnership with TCSS will provide a roadmap.
4. Improvements in school climate will benefit staff in addition to students, and surveys will be conducted regularly to assess and measure staff needs and experiences and determine actions.
6. Staff wants to work in safe, inclusive environments where they have strong positive relationships with leaders, students, parents, and the community.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

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

WISD will engage parents and families to solicit support for the program through the following activities:

1. An advisory council made up of parents, staff, and students will be funded and established under the grant program to provide input and feedback on the development and implementation of the Student Support Program.
2. The Family Engagement Playbook will provide a roadmap for involving parents in creating safe and supportive environments for their children, incorporating the unique needs common to many of our parents who are recent immigrants/refugees escaping violence and poverty, speak a language other than English, move frequently to find work at low wages that make it difficult to provide for their families, and work long hours making it difficult to access services on traditional school schedules and/or provide safe afterschool care for their children.
3. Parents and families will be invited to share their concerns and priorities through campus climate surveys implemented in a variety of formats accessible to our parents, which will be used in the development of expectations, policies, and procedures for the program.
5. WISD will send newsletters (in English and Spanish), use the campus marquee, and maintain a district website, Facebook page, and Twitter feed to promote the Student Support Program.
6. WISD staff and students will host, assist, and participate in community activities.
7. Policies will be made available and updated periodically to meet the changing needs of the parents and school, as well as being provided in a language and format that parents can understand.
8. WISD staff will communicate regularly with parents and families about student progress and programs.
9. Family engagement efforts will be evaluated continuously, including the effectiveness of strategies and the number of engaged families.
10. A family engagement coordinator will establish relationships with parents and connect them with needed social, mental, and behavioral supports that they currently cannot afford to access or are not available at all.

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 there is adequate staff to support the establishment and implementation of the Student Support Program, WISD commits to the following activities:

1) Hiring an additional school counselor and parent/family/community engagement coordinator who will work flexible schedules and locations to meet student and family needs.

2) Creating an afterschool program to increase opportunities to provide services to students and provide safe, supportive environments for students while their parents work long hours.

3) Leveraging the shared, contracted service providers that will be provided through our partnership with the TCSS and ESC 13.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Statutory/Program Requirements (Cont.)

5. Describe how each of the campuses 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.

WISD campuses currently conduct behavior threat assessments following the process established by the Texas School Safety Center in San Marcos. We are fortunate to be located an hour from San Marcos, making it relatively convenient to access the center and their staff for training and support. The TSSC behavioral threat assessment begins with identifying potential threats of violent/dangerous behavior. Our district website has a reporting link on every page. Here, concerned citizens can anonymously report threatening or concerning behaviors they hear or observe (e.g., abuse, bullying, discrimination, anxiety, weapons, etc.). Staff, parents, and community members may also refer students by contacting a counselor or administrator. The student and the information provided is then investigated through inquiry and assessment by the behavioral threat assessment team who will determine if the student seems to pose a real threat. This team then manages the situation, drawing upon the expertise and actions of team members and/or outside agencies.
Behavior threat assessments will be incorporated into the Student Support Team model with the protocols established in collaboration with the TCSS. WISD will benefit from the enhanced protocols, training, coaching and access to resources that our partnership with TCSS will provide. Our geographical proximity, and that of our ESC - Region 13 to the TSSC in San Marcos, along with our existing relationships with both, will facilitate the inclusion of their research and expertise in the Student Support Team model.

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.

WISD currently identifies student support needs through the following:
• Electronic reporting system (via website)
• Conferences with parents and families
• Incoming student records
• Teacher and staff observations (e.g., chronic absences, plummeting grades, work refusal)
• Monitoring students' grades
• Monitoring students' attendance
• Reviewing discipline data
• Acting on conduct violations
• Observing and reporting behaviors such as oppositional or distracted behavior

We currently work with mental and behavioral health providers through Waelder Head Start, the Migrant Program, and the Homeless Program; however, mental and behavioral health providers beyond that are limited because of our rural location. Waelder's population is under 1000, and our mental health providers are limited to two and focus on addiction. In addition, since 95.7% of our student population is economically disadvantaged and 5.2% are homeless, mental and health care costs are a barrier.
While there are challenges because of access, this grant program allows for greater possibilities; it allows for opportunities to partner and collaborate with providers who may be able to travel to us (e.g., San Marcos and Austin).

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

ESC 13 is our primary partner for training, technical assistance, coaching, and accessing shared resources to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes. We are in an SSA (Shared Services Arrangement) with Region 13 Educational Service Center to support our migrant students. The Migrant program offers a variety of supplemental academic and support services through our school district and the ESC 13 to meet the educational and health needs of migrant children. Some of the services consist of tutoring classes, basic clothing, school supplies, vision, hearing and dental screenings, and assistance earning high school credits through the University of Texas campus, CAMP Program (College Assistance Migrant Program). We will build upon these relationships and the guidance of the TCSS to leverage those services and additional services/resources to support the Stronger Connections Program.

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.

WISD 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 our student through the following strategies:
- assessing and improving school climate;
- enhancing our Student Support Team through collaboration with TCSS and additional partners and resources to more effectively address student needs;
- using the Family Engagement Playbook to partner and build support with parents and families prior to student support team assessment and during the implementation process to facilitate a student support partnership with families;
- establishing a parent, student, and staff advisory committee to provide input on the enhancement and continuous improvement of the Student Support Program;
- incorporating a case management system and the behavioral threat assessment process into the Student Support Team;
- ensuring students are well-supported by formally monitoring the effectiveness of interventions;
- leveraging additional training, support, and resources provided by the TCSS, ESC-13, and additional TEA-approved partners.

9. Enter the LEA Total Enrollment: 304

10. Enter the Regional Educational Service Center that serves the LEA: 13

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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 _____ Barrier _____

Group _____ Barrier _____

Group _____ Barrier _____

Group _____ Barrier _____

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.	Counselor	$80,000
2.	Project Director/Family and Community Liaison	$70,000
3.	Extra Duty Pay for Grant Activities/Afterschool Program Outside Regular Working Schedule	$200,000
4.	District Cost Match (Not included in total requested because match)	$50,000
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.	Contracted Services for Mental/Behavioral/Social/Academic Services	$200,000
9.	Professional Development	$100,000
10.		
Supplies and Materials		
11.	Materials for Student/Parent Intervention and Support	$100,000
12.		
13.		
Other Operating Costs		
15.	Travel for Professional Development and Grant Meetings	$90,000
16.		
17.		
Debt Services		
18.		
19.		
Capital Outlay		
20.		
	Direct administrative costs:	$1,000,000
	Indirect administrative costs:	
	TOTAL GRANT AWARD REQUESTED:	$1,000,000

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.