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): N/A

1. Applicant Information

Name of organization | Socorro Independent School District

Campus name | Socorro ISD | CDN 071909 | Vendor ID 74-6029385 | ESC 19 | UEI ZB1CF1UCV

Address | 12440 Rojas Drive | City | El Paso | ZIP 79928 | Phone 915-937-0013

Primary Contact | Dr. Nate Carman | Email ncarman@sisd.net | Phone 915-937-0013

Secondary Contact | Adriana Romero | Email aromer10@sisd.net | Phone 915-937-0126

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 | Dr. Nate Carman | Title Superintenden | Email ncarman@sisd.net

Phone 915-937-0013 | Signature *Nate Carman, Ed.D.* | Date 6/22/2023

Grant Writer Name | Kirstie Ramirez | Signature *Kirstie Ramirez* | Date 6/22/2023

○ 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 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
74.33% of Socorro ISD's (SISD) 47,137 students are classified as Economically Disadvantaged (ED). This percentage qualifies us for 3 priority points. (Source: PEIMS 2022-2023)	To address the mental, physical, and social-emotional health needs most prevalent among ED students' needs, we will purchase Ripple Effects Software, which will address mental and physical health needs.
SISD had 504 drug/narcotics offenses reported for the 22-23 school year. With a drug problem at the Mexico border, which is only 15 minutes away, our students are constantly exposed to drug-related violence.	We will implement the use of LearnSafe Software/Aristotle K12 to monitor words of concern used on campus and provide professional development (PD) trainings to relevant staff to ensure they are familiar with drug prevention practices/techniques.
26,568 (55.69%) of SISD students are considered At-Risk. This puts more than half the district in a heightened state of need. (Source: PEIMS 2022-2023)	Positive Behavior Intervention System management will be implemented at the three grant approved campuses. The evidence-based framework will be used by campuses to improve school culture and student behavior, while promoting a safe environment for learning. This program's learning environment will encourage relationships among teachers and academic growth for our at-risk students.

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.

With this grant, we aim to reduce bullying, violence, and acts of hate. To ensure this is achieved, we created the following SMART Goal: SPECIFIC: Work with our Region 19 ESC and TEA provider(s) to increase the number of students identified as in need of mental health support by 10% (Ripple), improve the student-to-mental health professional ratio by 10% and reduce the number of drug/narcotics offenses by 25%. MEASURABLE: Advancement will be measured through finalized MOUs, non-academic support for students, climate surveys, PEIMS data, etc. ACHIEVABILITY: This is feasible, considering we will utilize partnerships with TEA provider(s), the Local ESC, and our Emergency Management Team. RELEVANT: Creating safe learning environments for improving academic achievement & well-being is necessary. TIMELY: Achievements will be made by 9/30/2025.

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

1) Market, hire, and train a Project Coordinator. 2)Align the student support team structure with the Emergency Management Team. 3) Invite parents, students, and staff to provide input and establish a Student Support Program at three campuses (elementary, middle school, high school). 4) Work with TEA to identify an approved partner (ESC) who can provide professional and contracted services as part of the Texas Center for Student Supports. 5) Meet with the Region 19 ESC to discuss the contracted services and technical assistance that will be provided as part of the Texas Stronger Connections Grant Program.6) Purchase supplemental supplies (i.e., PBIS) and software (i.e., Ripple Effects and LearnSafe) to address student mental health needs, emphasize drug prevention, and promote academic growth.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

• Continue to participate in planning activities for the Student Support Program, which will occur from the program's inception until implementation in the 2024-2025 school year.
• Work with the Texas Center for Student Supports to align trainings to the needs identified by our Student Support Program.
• Identify stakeholders, including grant staff and community members, to serve on the Advisory Committees.
• Utilize PEIMS, climate survey (PULSE), and SISD Campus Police Dept. Yearly Report data to support the student support team structure.
• Work together with the Texas Center for Student Supports to develop a family engagement program that engages parents/caregivers/guardians.

Third-Quarter Benchmark

• Collaborate with stakeholders to identify additional avenues, funding streams, and alternative sources of funding to guarantee activities are sustained after grant funding ends.
• Respond promptly to TEA's requests for program development, implementation, performance, and evaluation data.
• Implement the data collection and reporting system provided by the state's vendors to collect and analyze data for monitoring the effectiveness of the Student Support Program implementation.
• Work with the Emergency Management Team to conduct at least 2 meetings per semester to discuss the program's success.

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.

Our school administrator, school counselors, Director of School Counseling, Grant Writer, and Grant Project Coordinator will use evaluation data from numerous sources to determine when and how to adjust the program. This data will be comprehensive, covering a wide range of aspects, including climate survey (PULSE), SISD Campus Police Dept. Yearly Report outcomes, grant goals and objectives, quarterly benchmarks, behavior referrals, disciplinary outcomes, threat assessments, grades, etc.

How evaluation data will be used to adjust the program:
• Key stakeholders, including those on our Emergency Management Team, will review the gathered evaluation data monthly.
• Based on these meetings, we will assess whether the grant being implemented is progressing according to plan.

How to modify for sustainability if benchmarks and smart goals do not show progress: Throughout the grant's implementation, key stakeholders, such as those referenced above, will review data to determine if the grant is progressing. If the quarterly benchmarks and SMART goals are not on track to be met, our stakeholders will meet with the local Region 19 ESC and/or the Texas Center for Student Support to address the identified issues.

If, after these meetings, it is determined that adjustments must be made, we will send out notification letters to the parties involved to notify them of the modification to the program. If this modification changes the scope/services proposed in the grant, we will submit an amendment to TEA to receive authorization to make this change.
By receiving input from TEA and listening to feedback and suggestions obtained from stakeholders, we will be able to receive continued buy-in and extend grant sustainability.

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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. 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.

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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.

In collaboration with the Texas Center for Student Supports (TCSS), we will utilize various criteria to identify which campuses will participate in the student support program. Criteria that will be utilized can be seen below:

• Schools with a high underprivileged population (i.e., at-risk, economically disadvantaged, etc.) will be prioritized.
• Considerations such as staff expertise, infrastructure, existing support services, and partnerships with external organizations.
• Academic, social-emotional, and behavioral needs of students across various campuses (PEIMS reports will be reviewed to assess this data).
• Student achievement scores, dropout rates, disciplinary occurrences, and demographic data. Based on the data, campuses facing challenges or discrepancies will be prioritized.
• Feedback from school administrators, teachers, staff, parents, and community members will be used to gain insight into which campuses would benefit the most from the Student Support Program (This method ensures a variety of perspectives are considered).
• Our Emergency Management Team and campus counselors will review each school's enhancement plans or similar documents that detail goals and tactics for improving student performance. Campuses that align with the program's goals and can benefit from extra assistance will be chosen.

In conclusion, we will thoughtfully evaluate student needs, relevant school data, campus improvement strategies, stakeholder opinions, equity issues, and capacity/resources when identifying which campuses will partake in developing the Student Support Program.

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

To secure the commitment of campus leaders and staff to the success of the Student Support Program (SSP), SISD will implement the following measures:

• We will provide suitable resources, including funding, staffing, and support services, to ensure campus leaders and staff are able to manage the grant and remain committed to its success. SISD will dedicate personnel to the management, reporting, and compliance of the grant to ensure the Student Support Program achieves its goal.

• We will ensure that campus leaders and staff receive clear instruction and training regarding the program's goals, objectives, and activities. This will help them better understand the importance of the program's implementation; thereby, promoting commitment.

• To promote engagement, we will ensure a collaborative environment is cultivated, actively involving campus leaders and staff in the development and implementation of the SSP. Open dialogue, feedback mechanisms, and involvement in decision-making processes will encourage commitment to the program.

Through these strategies, we will ensure the full dedication of campus leaders and staff in the SSP.

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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.

To solicit parent and family support for the program, school administrators, school counselors, the Director of School Counseling, Grant Writer, and Grant Project Coordinator will employ various engagement strategies, including:

• Identifying devoted committees to provide a platform for parents and families to provide opinions, suggestions, and concerns regarding the Student Support Program (SSP). Their input will be beneficial in influencing program planning and implementation.
• Utilizing media outlets to broadcast the program's purpose and benefits to parents and families, actively seeking their support and involvement.
• Promoting collaboration with parent organizations to engage parents and families in supporting the SSP. Joint meetings, workshops, and events will be held to foster dialogue and active involvement in achieving the grant's goals.
• Offering informative sessions to educate parents about the program's objectives, strategies, and outcomes. Emphasis will be placed on addressing quantifiable needs and promoting student well-being.
• Gathering parents and families input through surveys and feedback mechanisms. Regular assessments will gauge satisfaction levels, gather suggestions for improvement, and measure the program's impact on students and the community; and
• Leveraging the family engagement services provided by TCSS to help develop support with parents and families.

Overall, we will implement various strategies to engage parents and families and gain support for the program. This will result in increased active participation and support from parents and families.

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

To guarantee adequate staffing for the establishment and implementation of the student support program (SSP), we will implement the following strategies:

1. Comprehensive Staffing Assessment: Evaluate staffing needs based on participating campuses, student population, and required services.

2. Resource Allocation and Hiring: Allocate additional resources to hire staff and experts that can address students' needs. With grant funds, we are proposing to hire individuals to fill the following position: Project Coordinator.

3. Professional Development: Provide sufficient, year-round training and development opportunities to enhance the skills of existing and new staff. These enhanced skills will aid staff in supporting students within the program. Some of these trainings include National School Safety Conference and training; Standard Response Protocol Training; Restorative Justice, Trauma Inform Care, and Grief and Trauma Care Training.

4. Partnerships with External Organizations: Expand our collaboration with external organizations, such as the TCSS, to provide additional external mentors or support staff (Note: all mentors/staff will undergo the required background checks).

By ensuring adequate staff through comprehensive assessments, resource allocation, professional development, and partnerships, we will maximize the impact of the SSP on student success, well-being, and overall academic growth.

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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.

How Three Campuses Will Be Supported by The Grant Program:
If funded, three campuses (Mission Ridge Elementary, Capt. Walter E. Clark Middle School, and Socorro High School) will be supported by the grant program and the Emergency Management Team, who will collect information from multiple sources, monitor outcomes, and analyze developing threats. Through constant monitoring and support facilitated through this grant program, the campuses will be able to identify concerns, improve the school climate, and provide professional development training to staff.

Currently, SISD conducts Behavioral Threat Assessments: The Emergency Management Team analyzes various disciplinary data, evaluates teacher and staff reports, and discusses results with our staff and administrators. Staff and administrators usually involved in these discussions include central administrators, counselors, teachers, and security staff members. Through this approach, the district identifies behavioral threats, outlines priorities, and implements approaches designed to minimize potential threats.

Incorporate Current Systems into Student Support Team Structure: If awarded the grant, the targeted campuses will integrate their current behavioral threat assessment systems into the student support team structure. The Emergency Management Team will work with administrators and staff to align this assessment process. This alignment will ensure that the campuses are provided with relevant training, coaching, and support to implement comprehensive assessments and student intervention.

Overall, integrating current behavioral threat assessment systems into the student support team structure ensures a collaborative approach to promoting a safe and supportive environment across all grade levels and will build relationships and trust with students and staff.

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.

We have taken a proactive and comprehensive approach to identify student support needs and cultivate partnerships with external mental health and behavioral health providers.
How SISD currently identifies student support needs:
• To identify student support needs, our campus counselors, teachers, and staff conducts student assessments and screenings.
• Additionally, we conduct meetings with our teachers, students, and administrators to assess student mental health. This approach allows us to gain a general understanding of the challenges students may be facing.
• Lastly, we currently have a parent and family engagement/military liaison at every campus to support student efforts and encourage parental involvement. Aside from parent and family engagement/military liaisons, we have incorporated the WATCH D.O.G.S. Program into our district. They provide an extra set of eyes and ears to enhance school security, reduce bullying, and identify student support needs.
How SISD currently identifies and establishes partnerships:
• We identify external mental health and behavioral health providers in our area who specialize in the services we need. We consider factors such as qualifications, experience, expertise, and available services. If the providers meet our standards and aligns with our goals and values, we formalize contracts/MOUs between our district and the vendor
• Once the partnership is formalized, we communicate regularly with our external mental health and behavioral health partners to ensure collaboration and effective service delivery. This includes monitoring service quality, collecting feedback, and addressing any issues or concerns.
In conclusion, our district implements a direct and thorough approach to identify student support needs and cultivate partnerships with external mental health and behavioral health providers.

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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.

We currently partner with the Region 19 Education Service Center (ESC) to support and improve student well-being and academic outcomes. This collaboration includes:
1. Mental Health: We collaborate with the ESC to receive evidence-based professional development training that covers mental health issues. Topics discussed include ways to address and identify students exhibiting signs of depression, anxiety, and drug use. We also partner with Texas Child Health Access Through Telemedicine (TCHATT) to assist with this.
2. Behavioral and Emotional Health: We collaborate with the ESC to establish early identification and intervention systems for students suffering from substance abuse and having disciplinary issues.
3. Physical Health and Well-being: While we don't work directly with the ESC to promote physical health and well-being, our district does partner with Project Vida. This program offers services for prevention, care, health education, and wellness to ensure that everyone has access to quality programs and services, regardless of their income or insurance status.
4. Academic Outcomes: To promote academic achievement, we work with our ESC to receive academic-related workshops, professional development trainings, and educational coaching. Additionally, our district partners with Communities in Schools El Paso, Inc. They assist our students and teachers with improving areas of academics, and behavior. In addition, we provide professional development opportunities for our teachers. These training courses focus on research-based strategies, data analysis, and personalized learning. The partnership also supports curriculum development, assessment design, and the implementation of interventions for our students who are struggling academically.
In summary, our district's partnerships are instrumental in supporting and improving student mental health, behavioral and emotional well-being, physical health, and academic outcomes.

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 will leverage the grant program to supplement and improve our current services and supports for student mental health, behavioral and emotional health, and physical health and wellness. The ways we will supplement current offerings can be seen below:

• For mental health, we will allocate funds to increase evidence-based programs, including additional counseling services, specialized training for teachers and staff, and resources for accessing mental health support.

• For behavioral and emotional health, the grant program will help us support the expansion of early identification and intervention systems with Ripple Effects/LearnSafe and collaboration with specialists from the ESC and local partners.

• For physical health and wellness, the grant funds will be utilized to improve wellness programs, promote healthy habits, and purchase the supplies and materials needed to increase the number of physical fitness activities offered. Through the grant program, we intend to expand services to promote student social and emotional learning and mental and physical wellness. This includes investing in evidence-based programs, providing professional development opportunities, implementing early identification and intervention systems, and promoting healthy habits. This comprehensive approach is designed to address diverse student needs and foster overall well-being.

9. Enter the LEA Total Enrollment: 47,843

10. Enter the Regional Educational Service Center that serves the LEA: 19

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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		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)

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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.	Project Coordinator will be collecting, analyzing, reporting, and performing data/task. (22 mo)	$150,333
2.	Extra Duty Pay for Teachers to provide social, emotional, safety, academic support (22 mo)	$254,113
3.		
4.		
5.	Salaries referenced include the following fringe benefits calculated at 25%. (22 months)	$101,112

Professional and Contracted Services

6.	Required 6% of funds for technical assistance provided by the regional ESC	$90,000
7.	Required 10% of funds to the Texas Center for Student Supports	$150,000
8.		
9.		
10.		

Supplies and Materials

11.	Software for safety, self-harm detection, and PD (i.e., BASE, Ripple Effects, K-12)	$253,041
12.	All-in-one health/safety/LearnSafe detection device-alerting administrators potential threats.	$135,000
13.	PBIS Management System will help teach and reinforce positive behaviors.	$209,921

Other Operating Costs

15.	Travel Costs for Conferences/Registration Fees for Threat Assessment Team (5 employees)	$45,000
16.	Travel Costs for training with Texas Student Support Center and Region ESC (5 employees)	$30,000
17.		

Debt Services

18.		
19.		

Capital Outlay

20.		

Direct administrative costs:	$30,000
Indirect administrative costs:	$51,480
TOTAL GRANT AWARD REQUESTED:	$1,500,000

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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

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