



**2021-2023 Charter School Program Grant (Subchapter C and D)**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, April 20, 2021**

NOGA ID

Authorizing Legislation

**P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA**

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Application stamp-in date and time

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Grant period from

Pre-award costs are not permitted.

**Required Attachments**

1. Federal Definition of a Public Charter School

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**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.

**Shared Services Arrangements**

**X** SSAs are **not permitted** for this grant.

**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
Only 56% of African American and 53% of Hispanic Edgewood ISD students taking the 2019 STAAR English I EOC met the At Approaches Grade Level standard.	Implement targeted intervention strategies in Reading and English Language Arts; administer nationally normed benchmarking assessments 3 times per year to measure growth and determine additional supports needed; provide an individualized tutoring program offered during the day, evenings and weekends; revise curriculum based on data to prepare students for EOC assessments.
Only 47% of African American and 43% of Hispanic Edgewood ISD students taking the 2019 STARR Algebra I EOC met the At Meets Grade Level standard.	Implement targeted intervention strategies in Math; administer nationally normed benchmarking assessments 3 times per year to measure growth and determine additional supports needed; provide a tutoring program during the day, evenings and weekends; revise curriculum to address deficiencies.
The EISD dropout rate in 2018-19 was 4.1% with a graduation rate of 86.8%. Edgewood ISD does not have a school dedicated to serving students who have dropped out or are at risk of dropping out of school.	Implement a comprehensive dropout recovery to include a blended learning instructional model. Utilize strategic and varied marketing strategies ensuring that all materials are in English and Spanish. A community liaison will be hired to support ongoing student recruitment and community and family engagement.

**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 June 2023, Learn4Life-Edgewood African American and Hispanic students will achieve at least 10% growth on the STAAR English I and Algebra I EOC exams.

**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. 100% of all Learn4Life staff will have attended training on the following topics:
  - TEKS and alignment to L4L Curriculum
  - Components of STAAR EOC exams for English I, Algebra I, Biology and U.S. History
  - Trauma Informed Education
2. Benchmarking assessments administered to all students in order to obtain student data and determine instructional gaps
3. Establish tutoring program and secure all materials and staffing required for focus on math and English
4. Parent Academies implemented to focus on how families can help students in daily academic work
5. Hire 2 tutors to support student needs
6. Community Liaison hired and implementing community and family engagement strategies

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

1. Implement strategic reading and math interventions for students who scored below grade level on benchmarking assessments in reading and math
2. Administer 2nd Benchmark Assessment to determine growth in Reading and Math and analyze academic gaps
3. At least 50% of students will show growth between the first and second benchmark administration in Reading and Math
4. 97% of eligible students will take the STAAR EOC in Algebra I, English I, Biology and U.S. History
5. 85% of students will participate in a structured tutoring program

**Third-Quarter Benchmark**

1. 97% of all eligible students will take the STAAR EOC in Algebra I, English I, Biology and U.S. History
2. Administer 3rd Benchmark Assessment
3. 65% of students will show growth between the second and third administration of the Benchmark Assessment in Reading and Math
4. 50% of students taking the STAAR EOC will have achieved Approaches Grade Level

**Project Evaluation and Modification**

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

Project evaluation data will be collected during regular intervals throughout the duration of the grant. Results of the data will be used to modify strategies and interventions and will be based on student need as determined by data. It is anticipated that the following evaluation instruments will be used:

NWEA Math and Reading Benchmarking Assessments  
 Student and Parent/Family Surveys  
 Illuminate Education Course assessments  
 CTE Performance Tasks  
 Read 180 and Math 180 Inventories  
 STAAR EOC assessments

The following steps may be taken if the analysis of the data used for the ongoing project evaluation indicates that progress is not being made toward meeting the summative SMART goal and achieving program sustainability:

1. Budget revisions to increase funding in specific categories to support
2. Reallocation of staff in order to support programmatic changes
3. Implementation of new instructional strategies
4. Increase emphasis on test preparation in tutoring programs

A project coordinator will be responsible for the ongoing data collection, data analysis, presentation of data and recommendations to the Learn4Life-Edgewood Board of Directors and staff for program modifications needed to achieve the identified SMART goal.

**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 2021–2023 Charter School Program Grant (Subchapter C and D) 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 provides assurance that their financial accounting system adheres to the following requirements:
- accommodates the minimum 15-digit account code mandated by the FASRG;
  - generates information needed for PEIMS reporting; and
  - ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the State Board of Education or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.

**Program Assurances, cont'd.**

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.

9. Charters established under TEC Chapter 12, Subchapter C: The applicant provides assurance that the campus charter school will:
- Maintain documentation which clearly demonstrates the supplementary nature of these funds;
  - be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
  - be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2021-2022 or 2022-2023 school year; and
  - be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.
10. Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a LEA may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
11. Charters established under TEC Chapter 12, Subchapter C, for the purpose of replicating an existing high-quality charter school, must also comply with the following: The applicant provides assurance that the school district will:
- participate in the Texas Authorizer Leadership Academy (TALA) program;
  - review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application (Model District Authorizing Policy and Model Local Campus Partner Application can be found at <https://txpartnerships.org/tools/>);
  - annually publish its authorizer policies;
  - submit its updated authorizer policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2021;
  - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
  - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

**Statutory Requirements**

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Attachment #5.1

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved (TEA), such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency involved (TEA) will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Learn4Life-Edgewood will be held accountable by the Board of Directors of Edgewood ISD in accordance with the contract between EISD and Learn4Life-Edgewood. The Board of Directors fully understands that Learn4Life-Edgewood will be held accountable based on academic performance and impact on student achievement as outlined in the contracted Performance Framework. The Board also understands that the EISD will reserve the right to revoke or not renew Learn4Life-Edgewood's charter if it fails to meet the performance measures that are outlined in state law and in the contract between the EISD Board of Directors and the Learn4Life-Edgewood Board of Directors. Additional information can be found in Attachment #5.2

3. Describe how the autonomy and flexibility granted to the proposed charter school or high-quality charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school or high-quality charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

Attachment #6

**Statutory Requirements**

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Parents and members of the community will have the opportunity to complete surveys to give feedback on what a quality school looks like and the type of school that would best prepare the children in the community for success in life. Discovery Nights will be held virtually for community members to attend and preview the model of what the campus will look like. Parents and community will be grouped into break-out rooms that provide details about campus curriculum, instructional delivery model, extra-curricular opportunities and a chance to speak with the principal and school staff. The community will be able to ask questions and provide feedback as well. During the school year, two surveys will be administered to students, faculty and parents on school culture and climate. Each group will be asked an array of questions via a Qualtrics survey platform in order to mathematically identify trends among and between groups. The Campus Leadership Team and OP will then collaborate to address any gaps that are found in the data and plan to continue successful initiatives.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school or high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Planning-The planning phase consists of the budgeted costs necessary to support the successful opening of Learn4Life-Edgewood to serve the needs of all students. The school will hire a community liaison to immediately begin community and family engagement as well as assisting with student recruitment. Staff will participate in ongoing professional development on critical topics including trauma informed practices. The governing board of the school will receive training to fully understand their responsibilities related to governance of the school. Learn4Life-Edgewood will purchase an accounting system such as Skyward to maintain accurate records and to provide transparency and accountability. Facility renovation costs for the school site have been included in the planning phase of the grant.

Implementation-Budgeted costs include materials, and other costs to support the implementation of the educational programs. Instructional software and licenses to support necessary interventions will be purchased including Read180, Math180, digital curriculum, NWEA and supplemental textbooks. Furniture, locking storage cabinets for record retention, miscellaneous furnishings, and technology equipment to support instruction will also be purchased. Sustainability-This grant will only be used to support the planning and implementation of Learn4Life-Edgewood programs and the school will not be dependent on such grant funds to sustain operations. Ongoing sustainability is ensured by the continuous fiscal management and allocating funds only where appropriate and necessary. This will be accomplished by planning the use of available revenues generated based on student enrollment.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Attachment #7

**Statutory Requirements**

7. Describe the eligible applicant’s plan for meeting the transportation needs of the students at the proposed charter school campus.

District Transportation will be provided to all students who live two or more miles from their chosen school. This includes students who enroll at the proposed charter school campus that may not reside in their designated attendance zone. This applies to all in-district students.

Because of the flexible scheduling plan and design of the program, Learn4Life-Edgewood will also provide city bus passes for students who may need more flexible times of pick up/drop off or may need a more specific route convenient to their school and place of employment.

Students will be provided assistance in completing applications for the passes. Bus service will begin with the first year of the charter term and will be provided to any student at any time that service is requested. Learn4Life-Edgewood will also pay for the required transportation for any student who has a specific transportation need as identified in an IEP. In all cases, Learn4Life-Edgewood will ensure that no student is prevented from attending L4L-Edgewood based on a lack of transportation.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

At this time, Learn4Life-Edgewood does not anticipate seeking waivers of any Federal statutory or regulatory provisions. Similarly, Learn4Life-Edgewood does not at this time anticipate seeking a waiver from any state or local rules generally applicable to public schools. If it becomes necessary, Learn4Life-Edgewood may seek a waiver from any state law or rule that would prohibit the school from receiving full funding for its academic program.

**Statutory Requirements, Subchapter C Applicants**

In addition to the eight requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 9-13):

9. Describe the educational program\* at the proposed charter school campus, including: a. how the program will enable all students to meet challenging state student academic achievement standards; b. the grade levels or ages of children to be served; and c. the curriculum and instructional practices to be used. \*If the district has partnered with an entity to replicate a high-quality charter school model, the description of the educational program should include the name of the high-quality charter school that is being replicated, along with additional pertinent information to demonstrate that the charter school meets the definition of a high-quality charter school.

Attachment #8



**Statutory Requirements, Subchapter C Applicants, cont'd.**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners.

EISD will monitor the campus in these specific areas using our Organizational Performance Framework (OPF), in addition to rating the campus using our School Performance Framework (SPF). These documents provide clarification for our operating partners on the cadence and expectations of EISD's partnerships. The monitoring process includes school site visits, as well as the collection and review of data from the campus evaluation framework. This framework specifically addresses the areas of campus recruitment, enrollment, and retention of all students, as well as evaluates specific academic indicators such as meeting the needs of all learners with specific measures addressing children with disabilities and English learners. The partner management and monitoring guides make clear what data and/or evidence is due when, and to whom. Monitoring site visits by our innovation department (the authorizer) will be both planned and unplanned. Our OPs are also provided with the Effective Schools Framework in order to prepare them for what is evaluated during a site visit.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit.

Learn4Life-Edgewood has a plan in place for an audit which will be separate and apart from any audit of the district's financial audit. Additional information is provided in Attachment # 9.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS).

The campus will provide the information via a district provided electronic form with required attachments submitted via email to designated staff quarterly and/or as appropriate to state reporting timelines. The calendar of reporting dates will be provided to all campuses at the beginning of the current school year. Per our performance agreement, the OP shall maintain a records management system that conforms to the system required of school district under the Local Government Records Act, Section 201.001 et seq., Local Government Code, and rules adopted there under; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of this Agreement. OP shall report timely and accurate information to the District as necessary for the District to comply with all applicable state and federal requirements.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide.

EISD will distribute other state and federal funds to Learn4Life-Edgewood. Additional information and a descriptive timeline for distribution of funds can be found in Attachment # 10.

**TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2021–2022.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
New District-Authorized											20	20	50	50	140	
<b>Not Applicable - No students will be served during the 2021–2022 school year.</b> <input type="checkbox"/>																
<b>Total Staff</b>	<input type="text" value="11"/>	<b>Total Parents</b>	<input type="text" value="353"/>	<b>Total Families</b>	<input type="text" value="133"/>	<b>Total Campuses</b>										<input type="text" value="1"/>

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2022–2023.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
New District-Authorized											30	30	85	85	230	
<b>Total Staff</b>	<input type="text" value="16"/>	<b>Total Parents</b>	<input type="text" value="443"/>	<b>Total Families</b>	<input type="text" value="178"/>	<b>Total Campuses</b>										<input type="text" value="1"/>

3. Provide the number of students to be served in 2021 -2022 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
New District-Authorized											0	0	0	0	0	
<b>Not Applicable - No students will be served during the 2021–2022 school year.</b> <input type="checkbox"/>																
<b>Total Staff</b>	<input type="text" value="11"/>	<b>Total Parents</b>	<input type="text" value="353"/>	<b>Total Families</b>	<input type="text" value="133"/>	<b>Total Campuses</b>										<input type="text" value="1"/>

4. Provide the names and nine-digit county/district/campus numbers of the F-rated campuses (from the most recent accountability ratings) that serve the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the [All Campuses by Rating](#) link for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	N/A		
2.			
3.			
4.			
5.			
6.			
<b>Not Applicable - No students will be served during the 2021–2022 school year.</b> <input type="checkbox"/>			

**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"/>

**PNP Equitable Services**

PNP Equitable Services **does not apply** to this grant.

**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.

**Total Planning Activity Costs** (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

**Total Implementation Activity Costs** (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

**Total Planning Activity Costs + Total Implementation Activity Costs**  
(This amount should match TOTAL BUDGET REQUEST)

**PAYROLL COSTS (6100)**

**BUDGET**

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Curriculum Planning, Development and Support	<input type="text" value="\$15,000"/>
Professional Development and Training – Staff and Board	<input type="text" value="\$79,000"/>
Trauma Informed Services Training and Support	<input type="text" value="\$55,000"/>

**SUPPLIES AND MATERIALS (6300)**

Furniture and Technology	<input type="text" value="\$328,000"/>
Instructional Materials, Software and Textbooks	<input type="text" value="\$170,028"/>
Financial Management Systems and Training	<input type="text" value="\$18,000"/>

**OTHER OPERATING COSTS (6400)**

Facility Renovation	<input type="text" value="\$102,972"/>
Marketing	<input type="text" value="\$125,000"/>
Social Emotional Learning Survey – I-TREC	<input type="text" value="\$7,000"/>

**CAPITAL OUTLAY (6600)**

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**TOTAL BUDGET REQUEST**

**Appendix I: Negotiation and Amendments** (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
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FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

**Negotiated Change/Amendment**

**For amendments: 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.**