



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID [ ]

Application stamp-in date and time

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

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization Perryton ISD

Campus name Perryton Kinder, Wright Eleme CDN 179901 Vendor ID 1756002227 ESC 16 UEI LDH7TNNGF7E

Address 821 SW 17th Ave City Perryton ZIP 79070 Phone 806-435-5478

Primary Contact Dacey Underwood Email dsmith@perrytonisd.com Phone 806-435-5478

Secondary Contact Dr. Maria Gomez-Rocque Email mrocque@perrytonisd.com Phone 806-435-5478

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 James Mireles Title Superintendent Email jmireles@perrytonisd.com

Phone 806-435-5478 Signature [Signature] Date 1/23/23

Grant Writer Name Dacey Underwood Signature [Signature] Date 1/23/23

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

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.

**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA will be released.

**4. Identify/Address Needs**

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Perryton ISD has many needs as a district and community when it comes to the students in our program. As a low socio-economic, high migrant relocation area, many students do not have adequate resources and support at home to achieve their goals at school. In Perryton, 61.8% of our students are economically disadvantaged and 54.5% are considered at-risk. As a district, we want to give each student the best opportunity at success as possible. Perryton students from K-2 need additional remediation in reading and writing, especially the students who are Emergent Bilinguals and identified Special Education. Students that are in grades 3-5 need STAAR test acceleration and additional tutoring. Parents, teachers, administration, and students are all stakeholders in the education of Perryton ISD students and every group wants what is best for the students. The more time that children spend in school engaging in a learning environment with their peers, it will boost their reading and math scores and ratings. Offering students the opportunity to have more acceleration after school and during the summer, will improve their ability to read and write along with their math skills. This will especially be beneficial to students who take state assessment tests and need extra help before they take their tests. Families that require two incomes to sustain their household benefit from having free child care afterschool. Perryton ISD would implement a rigorous but beneficial high-impact tutoring program for students to learn and retain information, while thriving in a safe and secure environment. Students will also be engaged in enrichment activities that might otherwise not be introduced to them while they are at home by themselves. Our highest attendance will be at our elementary and intermediate campuses. Between all campuses, there are around 1300 hundred students that take at least one state assessed test every year. STAAR assessment scores indicate that Perryton ISD students need acc On average, 56% of Perryton students meet their grade level requirement on their STAAR tests. Perryton ISD strives to increase this percentage to between 75-80% within the next two years.

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**5. Measurable Goals and Progress**

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

Perryton ISD will align school day activities and learning to create the best high impact tutoring program. As a district, Perryton currently uses Amplify mClass and Zearn math to help facilitate students and their progress. Both programs help teachers to gauge where students need extra assistance and are succeeding. With the help of both tutoring programs, students get to independently work on their literacy and math skills and then gain extra help from teachers. As high quality instructional material is implemented and students receive high impact tutoring, they begin to see improvements in their literacy and math skills and gain a new confidence to engage in the classroom. One goal that Perryton ISD hopes to achieve is more engagement in the classroom and during the after school program. This ties into retention of students by encouraging them to consistently attend the program. Perryton ISD strives to have 80% of students enrolled in our community learning center attend everyday. This can be tracked by attendance charts. Perryton ISD also has a large goal to accomplish in STAAR results and testing. Wright and Williams testing grades will attempt to have 80% of students meet their grade level expectations in their tested subject. With routine high impact tutoring acceleration and high quality instructional materials being implemented, students will learn and retain information more effectively and have a better chance at passing their state assessments. Parent involvement is also crucial in ensuring students success. Parent involvement nights will be implemented at least once a month. These activities will include enrichment activities including STEM based activities that align with the school day. Parent involvement is important to show parents what their students are learning. This parent engagement night will also help to encourage students when working on their academic skills. Including parents makes a huge difference when it shows children how much they care. Staff is a huge asset to a successful program. Perryton ISD will hire teachers that want to help students learn and thrive. Most teachers are content area teachers who teach to the rigor of the STAAR assessment.

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## 6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

Our after school and summer program will take beginning, middle, and end of the year assessments to gauge success and how effectively students retain information. Students will also use Amplify mClass and Zearn to gauge how they are progressing while they use the program. High impact tutoring from teachers will also show improvement as students gain knowledge and skills with each new lesson they are taught. Perryton ISD will participate in state and local data collecting and evaluations. All the information that is reported will help Perryton ISD to build a better program and continue to improve in deficient areas. As data is reported and surveys are collected, Perryton can compare the data to other districts to help improve our own program. Benchmarks and daily classroom knowledge will also play a key role in assessing how beneficial the program is to students. If students are taking their knowledge and skills from the classroom everyday and applying it to what they are learning and gaining after school, it will be a prime indication of how helpful the program is to students. Teachers will be trained in alignment with TEA trainings to provide the best after school program to Perryton ISD students.

## 7. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21<sup>st</sup> CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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**8. Statutory/Program Requirements**

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

Students will receive high impact tutoring and enrichment activities to help improve their academic achievement. Student success is tied to academic achievement. Students use of Zearn and Amplify, while also participating in high impact tutoring, will improve test scores and how efficiently students retain information. Perryton ISD will target academics with the two online platforms of learning, tutoring, and with continuous practice of skills and knowledge. When students regularly attend the community learning center, there will be opportunity for them to consistently learn literacy and math. With regular attendance, students will retain information and be better prepared for benchmark assessments and state assessments. Perryton ISD will tutor students in groups no larger than 3 and focus on math and literacy skills to help them rise to grade level and stay at grade level as they progress in school. Students will also participate in enrichment activities such as STEM projects and field trips to local entities. STEM projects will help students with creativity, math and science skills, and give them the opportunity to work in groups with their peers to problem solve together. Some STEM projects that could be included in our community learning center include; exploring magnetism, learning about sound waves, creating their own inventions, and discovering the importance of gravity. All STEM projects throughout the year will align with activities that are being implemented in the regular school day. Field trips to local entities or inviting guest speakers will also expose students to things they do not usually get to learn about. Trips to the local FFA or 4-H farm, visiting a farm, learning about money at a local bank, etc. will open eyes about different operations and businesses in the community. Students will be surveyed on what areas of STEM they want to learn about and these will be incorporated throughout the year to fulfill the interest of all students in the program. As mentioned above, parent engagement is very important to helping students develop and stay engaged in learning. Perryton ISD will include one parent engagement night a month at our community learning center to allow parents to see the strides their students are taking in learning. Some ideas of parents engagement nights include; parent math nights, science experiment night, game and strategy nights, and more. Students will have the ability to show their parents what they are learning at the community learning center, while also working with their parents to develop skills and learn new information.

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**8. Statutory/Program Requirements (Cont.)**

2. Demonstrate how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

Aside from Amplify, Zearn, and HIT practices, learning can also be communicated by exposing students to things they are not familiar with. This can include guest speakers, field trips previously mentioned, and hands on activities that challenge students to think differently. Perryton ISD will also complement learning by aligning school day learning, after school tutoring, and real life experiences. If students are learning how to count money during the day, they can practice counting change with their small group and teacher during tutoring, and then visit a community bank to learn about saving and spending money. Another example would include learning about electricity. School day teachers might teach about conductivity, while after school students can build lemon powered batteries. Then, an electrician can come and speak with students about their work, saving energy, and show them all the different tools that are required to use as an electrician. As students learn, their minds grow and become more inquisitive. It is beneficial to bring positive role models into the schools to answer some of the growing students questions. Students not only learn something from the community member, but look up to them. This helps build the interests of the youth in our schools.

3. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

Transportation needs will be minimal. Students who need access to transportation will be given an opportunity to ride the bus to and from the facility each day. A bus route will be arranged and communicated with parents and guardians to ensure that students are able to attend the community learning center. Transportation during the school year will include taking field trips and visiting different places in the community. These trips will be communicated with parents so they will know where their children are when they are not at the community learning center. Buses will be requested by site coordinators via the transportation director. Teachers who are eligible to drive buses will drive buses on trips to eliminate the need of finding a bus driver in our district.

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**8. Statutory/Program Requirements (Cont.)**

4. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Describe the applicant's plan to inform the community about the center and participating in the program.

If awarded, the community learning center will heavily promote our centers. Perryton ISD always wants to engage, educate, and empower our students everyday. We will always put our best foot forward to assist our students in their success. The communication director for the district will post information on social media, have parent nights, send flyers home, and use resources such as radio and newspaper to promote our facilities. Our strong community support will ensure the success of our community learning center. Our most efficient form of communication with parents in Perryton ISD, is social media and sending papers home directly to the parents to see. Any questions about the program will be directed back to our grant compliance coordinator.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

Perryton ISD will not use volunteers for our community learning center. If not already screened and hired by Perryton ISD, all hired persons will receive a background check and be fingerprinted. We believe it is best that including teachers, paraprofessionals, and high school aide students that our younger grades are familiar with, is the best chance of our program succeeding. Sometimes, too many new faces consistently does not help student success. We want to implement a structure that students will feel confident and secure in. We will hire familiar teachers and paraprofessionals that the children already communicate and interact with on a regular basis.

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**8. Statutory/Program Requirements (Cont.)**

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

Our community learning center will also work with TCLAS funding to help with payroll and the purchase of supplies and materials. Payroll will help pay teachers to tutor students in their academic realm of the learning center, while paraprofessionals and high school aides will be paid to help facilitate enrichment activities and parent engagement nights. Title 1 funding will help our community learning center to purchase snacks for students in the after school program. Local funding will help with indirect costs that acquire while running the community learning centers. These costs could be utilities, maintenance and upkeep or the community learning center, etc. Safety drills will be practiced at least once a semester at our community learning center and reported to the program coordinator.

7. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

A combination of two sources could assist the community learning center in running after the grant ends. A small fee would be charged to families to keep their students at the center. This could help pay for payroll, supplies and materials, as well as snacks. The rest of the funding would have to come from the district and from donations in the community. Perryton ISD can pledge for some funding to be budgeted to go towards the center. After the first year of the program, Perryton ISD will need to promote and advertise the success of the community learning center. Showing improvement in scores and the growth that students experience at the center will open an opportunity to ask local businesses for donations to continue the program. A business will not fund a program that does not prove to have a positive impact on students. If there is a positive impact and this is shown to the community, there is a better chance they will assist in funding the project.

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**8. Statutory/Program Requirements (Cont.)**

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

Perryton ISD has many opportunities in our community to create and continue partnerships. Perryton ISD currently partners with Jireh, a local food bank. Jireh collects food, clothing, toiletry, and monetary donations from the community to help build their community pantry. Jireh supplies many families in our district with basic needs to help our low socio-economic and at-risk students. Jireh could help Perryton ISD sustain their community learning center by supplying our center with afterschool snacks, but also supplying learning opportunities about charity. The Panhandle Crisis Center in Perryton could also help with donations to sustain the center. The crisis center could offer monetary or food supplies to our center. The Panhandle Crisis Center, like Jireh, could also offer some lessons on contacting the right resources if there is a need. Perryton Animal Shelter is also a potential partner for Perryton ISD. This would be a great partner when students are learning about animals. Students could visit the center and see the animals at the shelter, but also assist the animal shelter in cleaning the kennels or walking and playing with the animals. Lastly, Perryton Activity Center (PAC) currently works effectively with Perryton ISD. This partnerships allows the PAC to use district facilities for sporting events. Families in the community pay for services such as football league, basketball camps, and track and field meets. However, the PAC could allow some students some of these services for free at the learning center since majority of our attendance will be students at-risk. The correlation between discipline and learning in sports versus discipline and learning at school is evident. Students can learn a lot of life skills from sporting activities that will also help them be successful in the classroom and in life.

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**8. Statutory/Program Requirements (Cont.)**

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

Perryton ISD is applying for program priority 1. With a demographic of students that are 61.8% low income, 54.5% at-risk, and need academic acceleration, Perryton ISD is highly interested in implementing a community learning center. Students will have a safe and secure environment to attend after school, while also learning and engaging in new activities. Although Perryton ISD uses HIT products to assist students in learning and accelerating academic achievement, we are primarily focusing on students that need positive social intervention. We want to build literacy and math skills to allow students to succeed in the future with state assessments, but we will also focus on building good character of the students. We want all students to be engaged at school, attend school consistently, and increase their chances of passing state assessed tests and graduating high school. Perryton ISD is constantly working on accountability ratings, improving daily attendance, as well as STAAR test scores. While at the center, the students are growing in multiple ways, through the tutoring of low academic skills, the participation in enrichment activities, being exposed to new things, and with positive staff influences.

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**9. Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

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

**10. PNP Equitable Services**

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

- Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**Assurances**

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

**Equitable Services Calculation**

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

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**11. Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Payroll Costs**

1.	Program Director	\$5,000
2.	Teachers	\$237,600
3.	Paraprofessionals	\$118,800
4.	High School student aides	\$32,400
5.		

**Professional and Contracted Services**

6.	Amplify	\$8,085
7.	Zearn	\$7,500
8.		
9.		
10.		

**Supplies and Materials**

11.	Supplies for enrichment	\$22,915
12.	Supplies for parent engagement nights	\$17,200
13.	Promotion of program	\$2,500
14.		

**Other Operating Costs**

15.	Transportation	\$5,000
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

Leave this section blank when completing the initial application for funding.

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

*You may duplicate this page.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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