



2021-2022 School Action Fund- Planning
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021

NOGA ID

Authorizing Legislation **ESEA of 1965 as amended by ESSA, Title I, Part A, Section 1003**

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

Application stamp-in date and time

Grant period from **August 12, 2021 - July 31, 2022**

Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 33 of the Program Guidelines.

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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- NCLB 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

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
Grulla MS has a high percentage of at-risk students (79.8%),economically disadvantaged students(93.74%) and has underperformed in all academic areas leading to a C- rating & identified as a Target Support Campus as per the 2019 state accountability system.	The District Redesign team will ensure a rigorous RTI plan focused on Tiers II & III with an emphasis on personalized learning through the implementation of ESF aligned blended instruction with transformational technology. Additionally, the student's academic needs will be met through intensive tutorials & extended day academies. RGCCISD community has an action plan to transform the campus.
COVID-19 pandemic has posed unique social-emotional challenges to students and staff and there is a lack of experience to support the critical need of SEL evidence-based practices.	SEL is key to successful student performance, hence educators will be provided training on SEL evidence-based practices to meet the needs of all students. SEL practices will be embedded in all classrooms, and RGCCISD will provide mental health supports and help build strong school staff-student relationships.
Effective well supported teachers are critical to student success. Instructional staff and campus leadership will engage in professional development (PD) for an ESF-aligned blended learning model to foster needed skills.	PD will be geared towards both technology and teacher-led instruction in a blended learning model powered by data gathered through adaptive technology, providing real-time progress monitoring, next steps and resources for teachers to customize instruction for each student in a time-efficient manner.

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.

RGCCISD will redesign a school with an ESF-aligned blended learning model for the 2021-2022 school year. This blended-learning model will incorporate a face-to-face and on-line learning approach that provides high-quality instructional materials, resources for teacher intervention by connecting personalized learning that is differentiated to student need, embedded assessment and teacher-led instruction. By implementing the blended learning model, Grulla Middle School will gradually increase the state accountability score from an C-rating to an A-rating within two consecutive years of implementation, resulting in the exit of the Target Support Campus identification and becoming a high performance campus.

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. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

For the first-quarter benchmark, RGCCISD will:

1. identify the campus leader/principal;
2. evaluate campus data and collect qualitative data (interviews, surveys);
3. work collaboratively with the TEA vetted and matched school action technical assistance provider;
4. develop communication plans for staff, parents, and the community, related to school action planning and implementation; and
5. formalize the process for approving the school redesign plan, as well as the parameters surrounding operational autonomy for Grulla Middle School (Grulla MS).

Measurable Progress (Cont.)

Second-Quarter Benchmark

For the second-quarter benchmark, RGCCISD will:

1. submit a draft of the school redesign plan from Grulla MS to TEA;
2. allow principal at Grulla MS to finalize the school redesign plan, ensuring it meets TEA requirements for ESF-aligned high-quality instructional materials, that utilizes blended learning, addresses SEL, provides high-dosage tutoring and an extended day or school year;
3. seek input and final approval of the school redesign plan from TEA, Superintendent, and Board of Trustees, who will also finalize campus performance agreements and operational autonomy;
4. establish commitment of the RGCCISD board to attend LSG training; and
5. create and finalize the student recruitment and retention plan and timeline.

Third-Quarter Benchmark

For the third-quarter benchmark, RGCCISD will:

1. finalize the campus budget for the 2022-2023 school year;
2. meet eligibility requirements for the continuation of grant funding to include the submission of a continuing grant application by July 2022;
3. complete staff recruitment and selection at Grulla MS;
4. procure curricular materials that are aligned to the redesigned educational model; and
5. plan and conduct professional development for campus staff in advance of the Fall 2022 campus reopening.

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.

RGCCISD has established a grant-planning team which consists of the Director for School Improvement/DCSI/Grant Manager, the Executive Director for Curriculum and Instruction, the Director of Federal Programs, the Director of Educational Technology, the Coordinator of Instructional Technology, the Coordinator the Director of School Accountability, the Principal of Grulla MS and the RTI Coordinator. RGCCISD will develop a continuous grant-monitoring process to include monthly progress reports related to grant implementation and budget tracking; through this process, any delays in the grant implementation will be quickly mitigated. In collaboration with the TEA designated matched school action provider and agency-provided technical assistance, RGCCISD will conduct timely meetings. The Fidelity Implementation Tracker (FIT) tool will be used to monitor progress throughout the development and planning process and the grant-planning team will use indicators of the program to track the progress that is related to the intended results using the goal progress measures criteria for for evaluating the quality of planning and implementation within the FIT. RGCCISD will utilize project evaluation data to determine any needs for modifications to the planning process. The evaluation process will consist of conducting a campus needs assessment, SMART goal and selected school model benchmarks review, assessing effectiveness of the communication plan related to school-action planning and implementation. The district's current continuous improvement cycle, anchored in Effective Schools Framework will also be used to determine any modifications needed. The recurring evaluation will provide opportunities to examine the effectiveness of the current curriculum and instruction, targeted professional development, and the resources and infrastructure needed for an effective redesign plan. For continuous strong leadership and planning support , RGCCISD will engage in the Region I Service Center Texas Instructional Leadership Program through which training, support and coaching will be provided in the areas of data driven instruction, lesson alignment and formative assessment. Sustainability will be planned for and supported through the strategic planning process and the district's overarching commitment to provide personalized learning to all students.

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 2021–2022 School Action Fund- Planning 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 work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- 5. For all actions, the applicant will budget at least the amount indicated in budget guidance as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other action specific technical assistance. Both amounts will be subtracted from the total grant award and used by TEA and ESC 13 to establish a contract with the matched provider.
- 6. The applicant will identify a project manager for this grant. The applicant may use other funds for this position.
- 7. Applicants pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.
- 8. The applicant assures all fidelity of implementation revisions with the matched school action technical assistance provider will be completed on or before October 15, 2021.
- 9. The applicant will provide access to TEA and contractors for on-site visits to the district and campus.
- 10. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 11. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 12. The applicant assures partners operating campuses under the partner-managed option will commit to TEA-identified board training.
- 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by April 1, 2022.
- 14. The applicant assures enrollment at a new school will prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 rating).
- 15. For applicants selecting the partner-managed model, the ISD must commit to the adoption of TEA's model authorizing policy and participate in the Texas Authorizer Leadership Academy.

Statutory Requirements

1. Describe how the ISD will carry out its school support and improvement activities, including how the ISD will develop a school improvement plan for the eligible campuses selected for this grant.

As a result of its 2019 "C" overall accountability rating and being identified as a Target Support Campus, Grulla MS was not required but engaged locally in the Effective Schools Framework (ESF) requirements; Campus Data Reflection, Self - Assessment Diagnostic and the development of a Targeted Improvement Plan (TIP). Grulla Middle School, and its feeder pattern campus Grulla Elementary School, for whom a planning grant has been submitted as well, identified Prioritized Lever 1.1 (Develop Campus Instructional Leaders with Clear Roles and Responsibilities), Prioritized Lever 5.1 (Effective Instruction-Lesson Planning with Formative Assessment), and Prioritized Lever 5.3 (Effective Instruction-Data Driven Instruction) as focus areas. RGCCISD will continue to use the ESF as a basis for its school improvement activities and will follow the ESF Campus Needs Assessment and planning process for campuses that do not meet the state and/or federal accountability standards and campuses with an SAF planning grant. The district team, including the DCSI developed processes to review documentation and artifacts of their TIP milestone completion. The district will develop a similar review process for Grulla Middle School with a keen understanding of the School Action Fund-Planning Grant and how the Redesign Blended Learning Model can further improve the selected focused areas as they relate to instruction and school improvement. Ongoing review of progress towards goals will also be measured through highly effective PLC structures aligned to ESF best practices.

2. Describe how the ISD will monitor schools receiving the School Action Fund-Planning Grant, including how the ISD will: (a) Monitor school improvement plans upon submission and implementation, and (b) Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.

Under Title I, RGCCISD has systems for monitoring, compliance, formative review, and program evaluation that will be followed by the Director for School Improvement/DCSI/Grant Manager to ensure program success. The district currently has a central office Compliance Administrator who monitors all federally funded programs. The FIT tracker will also be utilized with fidelity to progress monitor goals and measurement of the planning grant. Adjustments needed to meet the goal progress measures (GPM) will be made accordingly. Additionally, the Director for School Improvement/DCSI/Grant Manager will engage with the campus in the monitoring, review, submission, and implementation processes and across all planning events and community engagements. The grant-planning team will identify any barrier(s) to successful implementation and will work to remove the barrier(s) and provide necessary supports to ensure the campus meets the identified targets. Ongoing monitoring will occur through the four local submission updates of the TIP along with the benchmarks set forth in the grant.

3. Describe how the ISD will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the ISD will work with to support the campus(es) selected for this grant.

External providers will be recruited by following the district guidelines as specified by Texas Statute, School Board Policy, and the district Purchasing Office. RGCCISD will ensure quality by selecting external providers who demonstrate a record of effectiveness in increasing student academic achievement, are capable of providing instructional services that are high quality, research based and consistent with the school's instructional program, and aligned with the state academic standards (TEKS). In addition, they must be financially sound and able to provide services consistent with applicable federal, state, local, health, safety and civil rights laws. The district will prioritize TEA partner recommendations with proven success implementing similar campus models to support Grulla Middle School.

Statutory Requirements (Cont'd)

4. Describe how the ISD will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection.

RGCCISD currently has one comprehensive support elementary school campus, three target support middle school campuses and one high school target support campus which we realize could lead to serious ramifications come the Spring of 2022. The pandemic created a change in priorities and proved to be a year of tremendous growth and learning. The district evolved and designed innovative ways to incorporate social-emotional learning (SEL) within the instructional component. The district will leverage all its current funding sources (local, state, federal, Title I) and newly anticipated ESSER III funds. Currently, the district has allocated these multifaceted funding sources to implement its 2021-2022 school year planning phase which includes specific district initiatives aimed at improving the overall instructional program. The district will be implementing a complete and comprehensive intervention program with a central office support team who will work closely with campus leadership teams to ensure that components of the TIL which are largely based on the ESF are carried out accordingly. The district has plans to utilize the ESSER III funds to secure two intervention teachers at every elementary campus, and the campuses will be allowed to hire day tutors to assist with early childhood. Further, through the use of Title I funds, the campuses will continue to build on their current blended learning model. The awarding of this grant would help tremendously to support the many school improvement strategies already in place or the planning phases.

5. Describe how the ISD will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

RGCCISD is fully committed to redesigning the campus with an ESF-aligned blended learning model that will serve our community's needs, address mental health and social resiliency, provide high dosage tutoring, and an extended day or year. The district will assign the Director for School Improvement to the campus to oversee daily operations and modify resources and/or schedules for campus support. This person will work collaboratively with the campus leader throughout the School Action Fund Grant planning phase to identify and secure areas of operational flexibility and address any practices and policies necessary to ensure a full and effective model that details the curriculum, operating autonomies, school culture, and other structures and systems of improvement. Campus instructional leaders will use established protocols and processes to conduct observations, and track progress over time. Communication between all stakeholders will be vital to the model's success and will be included in the decision-making process prior to reaching a consensus on the final plan.

6. Describe how the selected school action model will incorporate one or more evidence-based strategies during the implementation phase.

During the COVID-19 crisis, the district was compelled to implement a blended instructional approach and responded rapidly by adopting virtual learning platforms and instructional strategies to prevent further lapses in instruction and student learning. Over 8,000 devices were distributed to students and over 200 hours of district-wide instructional technology training sessions were made available to the school community. The current blended learning approach will be re-examined to develop an evidence-based blended learning model that differentiates instruction by using a combination of instructional strategies such as direct instruction, student-led learning, project-based learning, and station/lab rotation. The district will provide a high-quality technology-based curriculum that includes elements of scaffolding and adaptive technology. This learning approach will provide students with flexible progress and personalized instruction to meet their specific needs. Teachers, as well as school leaders, will be provided professional development to foster necessary skills to provide an effective blended instructional model that is data-driven, time-efficient, and student-centered.

Program Requirements

1. Identify one of the following eligible school action models:

- Restart a struggling school as an ACE campus
- Restart a struggling school as a partner-managed campus
- Create a new school as a district-managed campus
- Create a new school as a School Empowerment Network campus
- Create a new school as a partner-managed campus
- Reassign students from a struggling school to higher performing schools
- Redesign a campus with a district-designed blended learning model
- Redesign a rural campus with a P-20 system model

2(a). Describe the evaluation process and criteria utilized for selecting the school action model for the specific campus to be supported with this grant.

As a Target Support Campus, Grulla Middle School and its feeder pattern Comprehensive Support school, Grulla Elementary were both eligible for the School Action Fund Grant. The grant-writing committee considered student and staff variables that affect student achievement within RGCCISD. These variables included the high percentage of at-risk and economically disadvantaged students, as well high teacher turnover, and years of staff's experience. The Executive Director for Curriculum and Instruction presented the SAF Planning Grant's purpose, requirements, components, and the various action models to the School Superintendent, where it was decided that the Redesign a Campus for Blended Learning School Action model aligned with the district's vision and direction - commitment to personalize and differentiate student learning, increase focus on mental awareness and social resiliency, provide high dosage targeted tutorials, and extend the school day/year to make up for foreseeable learning loss. The district's goal is to ensure equity of access to a strong educational foundation built on partnerships with our families and communities. RGCCISD is invested in providing high-quality schools for students, teachers, and parents with the sole purpose of educating the whole child.

2(b). Describe how the school action aligns with the ISD's overall strategy for support and intervention in low-performing schools and/or the ISD's strategy for expanding high-quality school choices for students and families.

With the onset of the A-F State Accountability System, RGCCISD established and hired a Director for School Improvement and Accountability, and immediately began to target school improvement work with identified campuses. In 2018-2019 when the A-F ratings were released, the district was tasked with the challenge to lead, support, and turn around one comprehensive support campus (Grulla ES), three target support middle schools (Grulla Middle, Ringgold Middle, Veterans Middle), and one target support high school (Rio Grande City High School). Though only Grulla EL was required to engage in the Effective School School's Framework requirements and the Targeted Improvement Plans, all schools previously mentioned participated at a local level as well. With the direction of the Director for School Improvement and Accountability, the support from Region I Service Center and the Campus Leadership Team, the campus identified the following three focus areas; 1.1(Develop Campus Instructional Leaders with Clear Roles and Responsibilities), Prioritized Lever 5.1(Effective Instruction-Lesson Planning with Formative Assessment), and Prioritized Lever 5.3(Effective Instruction-Data Driven Instruction). These focus areas were consistent among all campuses that participated in the ESF Self-Assessment Diagnostic. Based on assessment and benchmark data the district was en route to improving these areas prior to the COVID 19 pandemic. Then, the task for the entire district shifted to provide effective online instruction and online resources, coupled with on-demand professional development, resulting in the implementation of district-wide blended learning. With that, the district initiated its first Google Academy bringing about 20 google certified educators with a set goal to continue with Google Academies to certify 100% of RGCCISD staff. Future-focused, the redesign blended learning model at Grulla Elementary and Grulla Middle School will build upon the ESF for quality schools, ensure continuity in highly effective instruction, provide intensive Tier II and Tier III intervention for struggling students, and provide specialized professional development for school-wide continuous improvement. It is of utmost importance that the plan provides flexibility and versatility to address the needs of all learners regardless of the learning modality they choose to engage in.

Program Requirements (Cont'd)

2(c). Describe how senior district leaders were involved in the decision to select the school action for the campus(es), and to apply for this School Action Fund Planning Grant.

The Superintendent of Schools and his Advisory Committee meet weekly to reflect, evaluate, plan and discuss actions needed to support all district initiatives. The Superintendent's vision, along with the Board of Trustees and Advisory Committee is to transform the district into a system of high-quality schools that deliver learning experiences and environments personalized to students. For the School Action Fund Planning Grant purposes, the Superintendent and his Advisory Committee were provided with overview requirements, supports, resulting partnerships, and the plan's intended outcome. Routinely, the Superintendent's Advisory Committee reviews performance-based data from formative and summative assessments, benchmarks, and other academic achievement data, providing them a comprehensive understanding of Grulla Middle School's academic strengths and needs for improvement before the grant submission. The two campuses, Grulla Middle School and Grulla Elementary School were chosen based on overall need and feeder pattern. Support was then solicited from campus leaders and staff. The COVID-19 crisis placed students, educators, administrators, and caregivers in uncharted blending learning environments with various challenges; however, it also highlighted the importance and benefits of a blended learning model. RGCCISD is committed to ensuring that the grant is implemented as intended and with fidelity.

2(d). Describe how the district has worked or will work with members of the school community to convey plans and solicit input into the school action planning process.

RGCCISD has a successful and very active Parental Engagement Department, led by the Director of Parental Involvement that has been essential in maintaining a connection with families during the Covid-19 campus closures. The department is responsible for conducting training for parents to improve family involvement in key areas. This includes district programs, community health initiatives, and parent-involvement workshops. The Grant Manager/Director of School Improvement will work closely with the Community Engagement Specialist (hired upon awarding of grant) and collaborate with the Department of Parental Engagement and the Department of Public Relations to develop a plan for communication, engagement, and feedback concerning the planning of the Redesign Blended Learning campus. Ongoing communication will occur with the school community employing multiple forms of communication in both English and Spanish. Potential methods for communication and engagement include but are not limited to flyers, billboards, electronic surveys, announcements using the campus web page, district web page and electronic telephone platform, virtual and/or live community meetings, and engagements following all current health and safety guidelines. Maintaining transparency and open communication is imperative throughout the planning phase, therefore the district will use a strategic systems approach to planning, inviting community members to engage in the planning process by providing input and critical feedback. The school district currently employs the following communication protocols: 1.) Monthly School Board meetings, 2.) Bi-weekly leaders meetings, 3.) Monthly district-wide zoom meetings for all district staff, and 4.) Weekly Cabinet Level Advisory Meetings.

Program Requirements (Cont'd)

2(e). Identify the ISD staff member who will manage the implementation grant. List the qualifications of the identified staff member.

Guadalupe Garza, Director of School Improvement and DCSI for RGCCISD will manage the implementation grant.

Degrees and Certifications:
Superintendent (EC-12)
Master in Educational Administration - Principal (EC-12)
Bachelor of Science in Interdisciplinary Studies with a concentration in Elementary and Early Childhood Education
Generic Special Education (PK - 12)
Bilingual/ESL - Spanish - (PK-12)

Administrative and Leadership Experience:
Twenty-three years overall experience in the field of Education with RGCCISD. Served in the following capacities:
Director of English Language Arts and Social Studies
Director of Special Education
Grulla High School Principal
Secondary Dean of Instruction - Rio Grande City High School, Grulla High School, Grulla Middle School
Assistant Principal - La Union Elementary
Classroom/Lead Teacher - Kindergarten and 3rd Grade Self Contained

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

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. See Program Guidelines, pages 21-27, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100)

BUDGET

Grant Manager	\$10,000
Campus Leader - SEL Counselor Support	\$10,000
Community Engagement Specialist	\$13,500
Grant Administrative Assistant	\$20,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

TEA - Technical Assistance Provider	\$62,500
LSG Training	\$3,000

SUPPLIES AND MATERIALS (6300)

School Community Engagement Events	\$3,000
Instructional Materials	\$30,000
Other Materials/Supplies for Grant Activities	\$13,000

OTHER OPERATING COSTS (6400)

Travel Expenses	\$10,000
Professional Development - External/Summer	\$75,000

CAPITAL OUTLAY (6600)

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 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 _____

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Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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FOR TEA USE ONLY
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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.