



**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 to **Pre-award costs:** 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
 Campus name CDN Vendor ID ESC UEI
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

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
- 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.

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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.

The district conducted a needs assessment related to after school learning with multiple data sources including the 2022 TAPR report, the 2023 District Needs Assessment (which comprised of stakeholder feedback from the community, parents, students and staff members), Summer of 2022 ADSY reports (including staff, student and parent surveys), a ThoughtExchange (shared with the community through social media and directly sent to VISD parents and guardians), and a principal focus group. According to the 2022 TAPR reports, 68.8% of students attending VISD are from low-income households. The 9 campuses that will participate in this program have an average of 77.1% of students from low-income households: Rowland 83.7%, Schorlemmer 49.7%, Vickers 50.9%, Crain 86.2%, Shields 88.8%, Smith 83.6%, O'Connor 88.5%, Dudley 82.7%, and Torres 79.4%. The 9 campuses selected represent 64% of the elementary campuses in the district and 75% of the participants in the ADSY Summer 22 program that was well received by parents and VISD staff with over 85% of parents saying they would not only refer their friends to the program, but also enroll their children again for Summer 23 because they want a safe and fun learning environment for their children in the summer. Further, of these 9 campuses only one campus provides academic support after school. Qualitative data from ThoughtExchange reveals a distinct and overwhelming need for afterschool care that provides homework help, engaging activities for students, academic help, and is available until 6p.m. The top rated thought out of 209 thoughts on the ThoughtExchange was, "Afterschool care is a great idea for working parents or those without transportation for school hours. This would provide a safe, nurturing, familiar environment for the children. As well as provide a sense of relief for working families." As a district, establishing 3 centers, each with 2 feeder schools, would fill a huge community need for affordable, safe, educational, and engaging afterschool care. Including after school care in VISDs extended time plan with our established 25 days in the summer will further support our goal to meet the academic and enrichment needs of our students by extending the work of our Cycle 2 ADSY-PEP grant. These two initiatives will provide increased learning time, exposure to stimulating enrichment experiences to meet the needs of the whole child. To address academic goals identified in the District Improvement Plan (DIP) Victoria ISD, in partnership with the YMCA of the Golden Crescent, will provide homework help and engaging activities intentionally designed to support reading skills, build mastery of the foundational math skills, and learning happening in the classroom aligned to the TEKS and the regular school day scope and sequence. Families will also have increased access to learning opportunities through communication, parent classes, and showcasing student learning.

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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.

Victoria ISD will establish 3 safe learning centers that will promote and offer culturally suitable educational programs and activities that will achieve the following goals:

1. Improve the percentage of STAAR age students in both Meets and Masters categories by 5% each. 2. Increase the percentage of students in Tier 1 on the Aims web screener by 10% in both reading and math in grades 1-5 from BOY to EOY of 2023/2024 school year and show an increase of Tier 1 on the Aimsweb screener of 5% from BOY 2023 to BOY 2024. To be accomplished by engaging and TEKS targeted activities.
3. Increase parent engagement activities attendance by 3% from baseline from August 2023 through July 2024. To be accomplished by monthly parent engagement events planned in partnership with the YMCA of the Golden Crecent.
4. Increase attendance of students in the program by 3% for the 2023/2024 school year. To be accomplished by targeting these students for enrollment, building relationships with this subset of students and their families, building the academic skills of these students so that everyday classroom tasks do not feel impossible, and by having fun every day during after school care so that the student wants to attend.

Timeline and strategies:

July-Early August: notify campus admin, notify community, recruit and hire staff, targeted student recruitment (90% or below attendance in 22/23 school year & at-risk), prepare materials and supplies, organize transportation, twice weekly team check ins, professional development for staff.

August-January: build relationships with students and parents, host 2 family events, staff and student retention, monthly professional development for staff, continued twice weekly time for the core team to meet as a PLC.

January-May: Continue all above while planning the third annual VISD Academic & Enrichment Summer Camp; our ADSY summer programming.

May-July: Continue monthly events and professional development, have unique activities during Camp that expose students to their possible &, adjust program for the 24-25 school year.

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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.

Victoria ISD, working with our facilitated support provided by the grant, will utilize the Capacity Development process to drive program quality improvement of the program. Using multiple sources of data, VISD will conduct a self-assessment including local program site visits, academic performance data, attendance data, behavior data and family engagement data, as well as other data sources to progress monitor program efficacy. District leadership with the campus leader will use indicators of the program to track the accomplishments that are clearly related to the intended results using the Texas ACE Quality Assurance System. VISD will use project evaluation data gathered to determine when and how to modify the program, as well as ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include conducting a needs assessment with community learning center staff to provide feedback on areas of need and improvement; reviewing of the SMART goal and selected school model benchmarks; assessing on-going effectiveness of execution of the developed communication plan. The district ' s current continuous improvement cycle will also be utilized to inform the efficacy of the program and to ensure program goals are being met. Through the planning process, systems, structures and processes will be developed to sustain the program goals in the future. The project director, specialists, coordinators and community learning center staff will meet regularly.

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 21st 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.

The program schedule is anticipated to follow a schedule that breaks the time into 45-minute increments as recommended by the grant.

Targeted Academic Support: Based on parent feedback this category will cover two main areas, 1. homework help and 2. academic activities that align with the TEKS and school day instruction. Homework help sets both students and their families up for success by providing a structured environment where students can receive help with their homework, thus improving achievement in the classroom and providing families time at home for other daily tasks and bonding experiences. The academic activities designed by the Site Coordinators and delivered by ACE staff will improve academic achievement by building the skills that students need to master the grade level standards in a hands on engaging way.

Student Interest-Based Enrichment: We will use the YMCA's curriculum in conjunction with project based learning where students spend time learning and creating a finished product that they can share with their parents at engagement events.

Family Engagement: Family engagement is built daily in the everyday interactions as well at in the monthly events that will be planned. Parents' voice will be heard and valued throughout the grant starting with the ThoughtExchange that went out early-January asking them to "share their thoughts on after-school care. What are your families ' needs and wishes for an ideal afterschool program? " and continuing throughout the grant period and beyond. Family engagement events will also include parent education activities and adult education information to address the barriers to students ' academic

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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.

Regular student participation in 21st CCLC programs is associated with higher state assessment scores in reading and math and higher grades compared to students that do not participate in such intentionally structured programs (Naftzger, N et al, 2013 & Shernoff, D., 2010). The VISD ACE program will use the rubrics from the ACE Blueprint to plan, evaluate, reflect on, and improve all areas of operation as the listed characteristics are directly tied to student success.

Site Coordinators, Program Specialist, and Program Director will work as a team to build academic activities that address the needs of students according to ongoing district assessments and support the district scope and sequence. This not only aligns with research but also addresses the need to have after school care that provides academic support. 8 of the 9 schools that will be a part of the program do not currently have academic support beyond homework help. These activities will support reading and math skills and will be delivered in a small group setting. Academic activities/lessons will meet the HB4545 requirements for 4th and 5th graders. The program will also focus on ensuring students complete their homework in response to the Thought Exchange sent out during the application period for this grant. Parents repeatedly said that they need after-school care that helps with homework to not only lessen the stress in the household but also so that the family can focus on other things in their time together after work while at home.

The Team will work with the YMCA to build on their curriculum for enrichment activities for students. Additional enrichment options will include lessons to become proficient on district provided 1:1 device, coding using Dash &

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 is of the utmost importance because it is one of the first steps toward a safe center. Students will be bussed from the feeder campuses to the site school. VISD policy states that students qualify for transportation home if they live 2 or more miles from the school they are attending. The parent and community ThoughtExchange shows that the greatest need is for care centers to be open until 6pm so that parents do not have to leave work to pick their children up. Students that meet the criteria for transportation home will be taken home in VISD care.

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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.

The Victoria ISD Afterschool Centers on Education will utilize the Texas ACE marketing materials and templates to create information for families about the learning centers and to promote ACE activities. These items will be customized by the VISD Communications team for each location and the materials will be used to notify families and the community through social media, individual email and text communications, and by staff as they reach out by phone to targeted families to enroll students into the program.

Priority enrollment will be given to students qualifying for HB4545 interventions, students that are chronically absent, at-risk students, and economically disadvantaged students.

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)

No volunteers are being considered at this time.

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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.

VISD is committed to the responsible implementation and sustainability of every project it undertakes and realizes that this commitment extends beyond the resources to be acquired with grant funds to include a much broader range of human, financial, infrastructure, facility, volunteer, and in-kind resources and support. Managing resources effectively includes continually assessing, updating and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs. VISD has a process to align resources including federal, state and local resources to carry out the activities of the grant and implementation of the community learning centers. First, in the process of deciding to pursue the grant a committee of district, cross-departmental leaders, and community partners considered the availability of resources, as well as other criteria, to determine the feasibility of community learning centers. Second, budget managers for federal, state and local resources across departments meet regularly to review on-going district initiatives and to identify financial and other resources to meet the goals of the initiatives. A component of this process will be the evaluation of progress monitoring data for each district initiative to determine the efficacy of the dollars spent on each initiative as well as reflection on adjustments that might need to be made. Additionally, VISD will explore and utilize other funding sources, such as philanthropic donations and other grant opportunities, to fulfill the district's strategic plan.

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.

To accomplish sustainability, the district has developed a sustainability plan which will include prioritizing, short and long time needs, strategies to coordinate community resources and partnerships to build capacity among staff and volunteers who implement the program. The district will define resource requirements, such as which resources are truly necessary to produce and sustain results and which resources are already available, etc. Locating in-kind or additional resources to reduce the cost of operation and securing fiscal and non-fiscal resources that will be available at the end of the grant period will provide sustainability. The initial grant funds will be used to purchase supplies and materials that have a long shelf life and can continue to be used once the grant funding is expended or that can be replaced by district or campus funds. The initial funds are necessary to establish an exemplary after-school program and guide future programming. Contracting services with various community-based organizations and businesses during the grant funded years will increase the chance of building relationships and partnering at no-cost or reduced cost in future years. Combining current funds such as ADSY, Title I and Title IV funds will set the stage for future sustainability using these funding veins. The district will make every effort to supplement the program with additional grant or local funds throughout the grant.

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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

VISD will partner with the YMCA of the Golden Crecent to increase students served after school during the school year by a minimum of a third in the first year of the grant. The YMCA of the Golden Crecent is an external non-profit organization that has a strong record of success in running and implementing after-school and summer programs. Victoria ISD and the YMCA of the Golden Crecent have a longstanding relationship and have collaborated on various projects to benefit the community. Currently the YMCA serves students on 8 VISD campuses. This grant would include 6 of those campuses and 3 additional campuses that the needs-based assessment identified. The partnership will increase students receiving academic instruction beyond homework help by 100% and will increase parent engagement activities by adding one monthly in addition to the 5 schools currently plan yearly.

The partner will contribute to the overall success of students by providing monthly parent engagement, staff attending and implementing professional development designed to support students ' academic success, and provide enrichment instruction that promotes a growth mindset, communication, and collaboration skills. The partnership will also work to continue to identify corporate, foundation, and government grand funding opportunities to continue to supplement, not supplant, services provided with local or state funds. .

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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.

The program will consist of a team, Program Director, Program Specialist, and 3 Site Coordinators that will make up the core team. As a core team we will have District planning documents and student assessment data in the forefront of all planning, both academic and enrichment so that activities support what is happening in the classroom. The core team will also provide professional development and coaching cycles for program staff to ensure that best practices are in place and the capacity of staff is continuously growing.

The program will integrate with the ADSY-PEP grant that VISD is implementing as a cycle 2 district. During the summer program the goal is to ensure that students master the skills of the grade level they are leaving and bridge to the standards of the next grade level so that students are ready to start the school year without the struggle of summer learning loss. During the summer, the YMCA will partner with VISD to help provide enrichment and after Camp care that includes more enrichment for students while VISD Educators provide enjoyable and engaging academic instruction.

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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"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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 Management Administration (Project Director, Project Specialist, Site Coordinators	310,000
2.	Extra duty for Afterschool Center Staff	226,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Enrichment such as YMCA, Discovery Museum, Texas Zoo	\$700,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and Materials (3 centers and 9 schools), including HQIM	108,000
12.		
13.		
14.		

Other Operating Costs

15.	Required travel for staff to Texas ACE state and regional convenings and meetings	15,000
16.	Tranportation for students	45,000
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 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"/>	
<input type="text"/>	
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