



2025-2026 Charter School Program Grant (Subchapter C & D, Cycle 2)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, February 03, 2026

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:

Grant period: **Pre-award costs:**

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Digitally signed by Fawzy Shemshack Date: 2026.01.29 16:32:18 -06'00' Date

Grant Writer Name Signature Digitally signed by Annabelle Mendiola Date: 2026.01.29 16:31:48 -06'00' 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 not permitted for this grant.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Student performance data indicate a need to improve math and science achievement, with a focus on academic growth in STEM disciplines. Implementing rigorous, project-based learning (PBL) is necessary to close identified gaps.	Baseline student performance data will be established using BOY assessments, including NWEA MAP and district benchmarks, to identify skill gaps and inform instructional planning. Teachers will use this data to differentiate instruction and provide targeted instruction. Ongoing progress will be monitored through interim benchmarks and unit assessments.
Focus on assessment and interventions with differentiation for ESL and special education groups.	Implementation of the core curriculum will be supported by the purposeful use of diagnostic, formative, benchmark, and summative assessments aligned to the standards. School's comprehensive approach to assessments will give teachers the information they need to understand the specific abilities of each student.
PLC leaders are needed to support teachers by facilitating weekly PLC meetings focused on data analysis, instructional alignment, and continuous improvement.	The program will identify and train PLC leaders to support teachers through structured, weekly PLC meetings. PLC leaders will facilitate data analysis, collaborative instructional planning, and reflective practice aligned to school priorities. Ongoing coaching, shared protocols, and progress monitoring will ensure consistency, build teacher capacity, and strengthen instruction.

5. SMART Goals

1. Describe the summative SMART goal (a goal that is Specific, Measurable, Achievable, Relevant, and Timely) you have identified for this program related to student outcomes.

By May 30, 2026, 60% of students who participate in STAAR testing will achieve Meets Grade Level performance on all STAAR assessments administered, as measured by official STAAR results.

2. Describe 3-5 SMART goals related to project implementation. Ensure that these goals are aligned to the purpose of the grant.

#	Implementation SMART Goal	Progress Measure
1.	By May 30, 2026, 65% of students will achieve a "Meets" performance level on the 2026 STAAR Reading/ELA assessment.	Monitor benchmark data and provide targeted reading instruction support to improve student growth.
2.	By May 30, 2026, 60% of students assessed on the 2026 STAAR Math assessment will achieve Meets performance	Monitor benchmark data and provide targeted Math instruction support to improve student growth.
3.	By May 30, 2026, 55% of ELL/SPED. students assessed on the 2026 STAAR Reading/ELA assessment will achieve Meets	Monitor benchmark data and provide targeted Reading/ELA instruction for ELL and SPED students.
4.	By May 30, 2026, 50% of ELL/SPED. students assessed on the 2026 STAAR Math assessment will achieve Meets	Monitor benchmark data and provide targeted Math instruction for ELL and SPED students.
5.	By end of 2026-2027 school year, 100% SST Sonterra teachers will be provided with 30 hours of professional development.	All professional development hours to be documented and logged for each teacher.

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6. Measurable Progress

Describe 3-5 quarterly benchmarks you will use throughout the grant period to measure progress toward your student outcome SMART goal. For this grant the quarters are as follows: 1st Quarter = Beginning of Grant to 5/15/2026, 2nd Quarter = 5/16/2026 to 7/01/2026; 3rd Quarter = 7/02/2026 to 8/15/2026; 4th Quarter = 8/16/2026 to 9/30/2026.

#	Benchmark Used	Goal
1.	Beginning of the Year and End of the Year NWEA MAP assessments to establish baseline.	BOY MAP and initial benchmarks collected to guide instruction for all students
2.	NWEA MAP growth benchmarks, district wide CBAs at end of each unit to monitor progress and identify students in need of intervention.	Monitor students across the district and provide targeted instruction based on results.
3.	STAAR assessment will serve as the end-of-year benchmark to measure achievement of the SMART goal.	60% of students who participate in STAAR testing will achieve Meets Grade Level performance on all STAAR assessments administered, as measured by official STAAR results.
4.	Parent-teacher conference conducted in the Fall and Spring to review student progress. Progress reports mailed out after each quarter.	Increase academic awareness and student performance.
5.		

7. Project Evaluation and Modification

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

To support ongoing project evaluation and continuous improvement, the Chief of Academic and Regional Director of Academics will work closely with campus leaders to provide guidance and support throughout program implementation. Campus, regional, and central office teams will regularly review and analyze student progress using multiple data points, including NWEA MAP, unit benchmark assessments (CBAs), district semester benchmarks, and TELPAS. Teachers will have ongoing access to the most current student data and will meet weekly with PLC leaders to intentionally plan and adjust instruction based on data trends. Campus administrators and PLC leaders will provide targeted guidance and coaching to support instructional planning. Findings from data reviews, PLC outcomes, and student performance will be used to determine when and how program strategies should be modified. Teachers will maintain frequent communication with families through progress meetings and Fall/Spring parent-teacher conferences.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all assurances, Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2025–2026 Charter School Program Grant (Subchapter C & D, Cycle 2) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
4. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

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9. Statutory Requirements

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

The board of directors is responsible for governing the charter school, ensuring the school is executing on its mission in all aspects. The primary purpose of the board is to provide oversight which delegating day-to-day management of the school to the superintendent. The board will set compensation for hire, oversee, and evaluate the superintendent. The superintendent reports to the board. The superintendent will hire and evaluate all members of the school's staff and will be accountable to the board for the school's organizational and academic success. The board will ensure that SST Sonterra successfully executes on its mission to prepare all students for success. It will also ensure the school will be fiscally responsible, that it adheres to the school's charter agreement with the authorizer, and that it complies with all applicable local, state and federal law.

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

SST Sonterra has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. The new campus will set the following student performance standards as goals other than currently operated campuses. 1) By May 30, 2026, 60% of students assessed on the 2026 STAAR Reading/ELA assessment will achieve Meets performance. 2.) By May 30, 2026, 55% of ELL/SP.ED. students assessed on the 2026 STAAR Mathematics assessment will achieve Meets 3.) By May 30, 2026, 50% of ELL/SP.ED. students assessed on the 2026 STAAR Reading/ELA assessment will achieve Meets.

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

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. The principal will make day-to-day decisions regarding instruction. The charter district policy regarding the school calendar, administrative requirements, and student school calendar were specifically assigned to the principal and approved by the Board of Trustees in an effort to provide the campus with flexibility needed to accomplish the goals of the campus. Additionally, the grant budget was created to reflect the needs of the campus utilizing the Needs Assessment. The Principal served a key contributor to providing input throughout the process. The budget has been reviewed and approved by the campus Principal as meeting the current and future needs of the newly created High-Quality Replicated Charter campus.

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9. Statutory Requirements (Cont.)

4. Describe how the planned academic program will support improved academic outcomes for educationally disadvantaged students.

The academic program at SST Sonterra is designed to expand opportunities for educationally disadvantaged students, addressing long-standing inequities that limit access to rigorous instruction. Building on SST's strong record of providing individualized support, the program will be tailored to meet the diverse academic and social needs of its students. By offering a comprehensive, well-structured curriculum with early exposure to advanced STEM learning, SST Sonterra will help close achievement gaps while fostering confidence and readiness. The program emphasizes both academic rigor and personalized interventions, ensuring that students who have historically been underrepresented in advanced pathways are prepared to succeed. Through this approach, SST Sonterra seeks to improve educational outcomes, break cycles of underinvestment, and create pathways that empower educationally disadvantaged students to thrive throughout their educational journey.

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

SST Sonterra recognizes that meaningful parent and community engagement is essential to student success and long-term school improvement. SST Sonterra will implement a comprehensive plan for ongoing engagement that moves beyond one-time events to create consistent, two-way communication and collaboration. Parents will be invited to participate in surveys, Campus Improvement Committees, parent-teacher organizations, and advisory councils, providing input on curriculum, enrichment opportunities, home visits and student support services. Regular informational sessions will be offered to help parents understand academic expectations, state assessments, and strategies to support learning at home. To ensure accessibility, all engagement efforts will include translation services, flexible meeting times, and multiple communication platforms such as newsletters, communication portals, and town halls. Through these strategies, SST Sonterra will maintain a culture of transparency, collaboration, and shared responsibility, ensuring that parents and community members remain valued partners in shaping and sustaining the school's success.

6. Describe the eligible applicant's plans for ongoing, effective parent and community engagement.

SST Sonterra is committed to ongoing, effective parent and community engagement through multiple strategies designed to foster collaboration and strengthen student success. Families are regularly engaged through home visits, surveys, family events, and parent education workshops that provide meaningful opportunities for input and partnerships. SST Sonterra also leverages digital platforms and bilingual communication to ensure accessibility for all stakeholders, while building community partnerships that connect families to resources and enrichment opportunities. These efforts create a continuous cycle of communication, trust, and collaboration that supports student achievement and long-term community investment.

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9. Statutory Requirements (Cont.)

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

SST Sonterra recognizes that direct transportation services are not available and the school will implement a comprehensive plan to support families in meeting student transportation needs. This plan includes a carpool system. The school will facilitate parent-to-parent connections to help with the drop-off and pick-up. Families will receive clear guidance on available transportation resources, and the school will regularly survey parents to identify unmet needs and adjust supports accordingly. Through these strategies, SST Sonterra will reduce transportation barriers, ensuring that all students, regardless of family circumstances, are able to attend school consistently and participate fully in academic and enrichment opportunities.

8a. Describe the eligible applicant's planned activities and expenditures of grant funds for planning activities. *Planning activities are related to the planning and program design of the charter school.*

To support these activities, the budget allocates \$32,000 for payroll costs for the Chief of Academic (\$8,000), Principal (\$8,000), and two Assistant Principals (\$8,000) each. In addition, \$18,000 is budgeted for professional and contracted services, including \$13,000 for training and \$5,000 for an project evaluator. These combined investments total \$50,000 and are directly tied to the planning and program design priorities that will establish a rigorous and sustainable charter school program.

8b. Describe the eligible applicant's planned activities and expenditures of grant funds for implementation activities. *Implementation activities are related to the implementation of the charter school and its educational program.*

Supplies and Materials (\$689,500.00): grant funds will be used to purchase technology such as computers, smart boards, and projectors. With the use of technology, students will have access to applications that can be used to supplement student learning. Next, the school will purchase classroom furniture to include student desk, chairs, science lab tables, and STEM equipment. Advertisement for teacher and student recruitment (\$160,500.00): television, radio, billboard, boost social media post, printed materials such as flyers/brochures, community outreach, online job postings, recruitment event, promotional materials, and targeted marketing campaigns to attract certified teachers in high-need areas (STEM, SPED, ESL). 8c. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

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9. Statutory Requirements (Cont.)

8c. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

SST Sonterra will sustain financial stability after the grant period primarily through steady enrollment growth, which drives state funding in Texas. With new campuses opening and grade-level expansions, SST anticipates strong student enrollment that will generate sufficient per-pupil revenue to cover operating costs. In addition, the district will maintain sustainability by practicing efficient budgeting, monitoring expenditures, and leveraging supplemental resources such as activity funds and philanthropic partnerships. These strategies ensure that the program and systems established with CSP funds remain fully supported long-term.

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

No waivers will be needed.

9. Statutory Requirements Subchapter C Applicants ONLY

In addition to the requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 10-14):

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

SST Sonterra is not a Subchapter C Campus Charter School.

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9. Statutory Requirements Subchapter C Applicants ONLY (Cont.)

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

SST Sonterra is not a Subchapter C Campus Charter School.

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

SST Sonterra is not a Subchapter C Campus Charter School.

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

SST Sonterra is not a Subchapter C Campus Charter School.

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

SST Sonterra is not a Subchapter C Campus Charter School.

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9. TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2026–2027.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Replicating State-Authorized	48	48	48	48	48	48	48	48							384	
Total Staff	32		Total Parents			410			Total Families			256		Total Campuses		1

2. Provide the number of students to be served in 2026 -2027 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Replicating State-Authorized	12	12	7	7	7	7	7	7							66	
Total Staff			Total Parents						Total Families					Total Campuses		

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

#	District Name	Campus Name	9 Digit CDC Number
1.	Northeast ISD	Dellview	15-910-104
2.	Northeast ISD	El Dorado Elementary	15-910-121
3.	Northeast ISD	Larkspur Elementary	15-910-108
4.			
5.			
6.			

4. Qualified Opportunity Zone: Provide the census tract number if the proposed campus will be located in a [Qualified Opportunity Zone](#).

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9. TEA Program Requirements (Cont.)

5. If more students apply than the campus is able to accommodate, describe the lottery procedures to admit students.

SST Sonterra will conduct a transparent and equitable lottery process in compliance with state and federal charter school requirements. All eligible applications received by the published deadline are entered into the lottery, which is held publicly with proper notice to families. Student names are randomly selected until all available seats are filled, and the remaining applicants are placed on a wait list in the order drawn. The wait list is maintained for the duration of the school year, and families are notified as spaces become available. Siblings of currently enrolled students and children of staff may receive priority as allowed by law, but otherwise the process is open, random, and non-discriminatory to ensure every applicant has an equal opportunity for admission.

10. Equitable Access and Participation

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

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

Group	<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"/>

11. PNP Equitable Services

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

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12. Request for Grant Funds

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

Planning Payroll Costs

Implementation Payroll Costs

1.	Chief Academic Officer	\$8,000
2.	Principal	\$8,000
3.	Assistant Principal	\$8,000
4.	Assistant Principal	\$8,000

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>

Payroll Subtotal:

Payroll Subtotal:

Planning Professional and Contracted Services

Implementation Professional and Contracted Services

5.	Teacher/Admin training	\$13,000
6.	Project Evaluator	\$5,000
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>

5.	Advertisement	\$160,500
6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>

Professional & Contracted Subtotal:

Professional & Contracted Subtotal:

Planning Supplies and Materials Costs

Implementation Supplies and Materials Costs

9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="text"/>

9.	supplies and Materials	\$689,500
10.	<input type="text"/>	<input type="text"/>
11.	<input type="text"/>	<input type="text"/>

Supplies and Materials Subtotal:

Supplies and Materials Subtotal:

Planning Other Operating Costs

Implementation Other Operating Costs

12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs Subtotal:

Other Operating Costs Subtotal:

Planning Capital Outlay

Implementation Capital Outlay

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>

Capital Outlay Subtotal:

Outlay Subtotal:

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

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