



2021-2022 CTE Perkins Reserve

Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2021

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: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)

Grant period: From 07/01/2021 to 08/31/2022 **Pre-award costs:** ARE NOT permitted for this grant

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

Focus Area Selection

Focus Area 1

Focus Area 2

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 DUNS

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 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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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____

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 80% reserve on the NOGA is lifted.

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
Per CLNA and LMI data for BV, Health Science career fields remain a high wage/high needs/high interest area. In BV, the need for laboratory Technicians is expected to growth by 18%.	provide a Regional training program that infuses core academics with technical skills found in Health Science programs; increasing opportunities fro entrance into high wage/high skill careers across several school districts and communities
Success in a laboratory environment requires experience with advanced lab equipment, processes, and procedures, as well as a broad understanding of scientific and medical terminology	design a seamless pathway beginning in high school that incorporates academic and technical skills that will enable students to earn dual credit from a partnering IHE in areas that will enhance laboratory skills, both observational and analytical
Industries relocating to the BV area require technicians with high skills that can report as well as analyze results; projected to add 50 new jobs in next 5 years plus a replacement rate of 22 jobs per year	work with industry partners to identify levels of skills by job requirements; introduce opportunities to intern or shadow at companies; scaffold students into work-based learning environments to refine necessary skills for the jobs that need to be filled

5. 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.

Maintaining the BV workforce for highly skilled laboratory technicians will require at least 30 qualified applicants per year for current needs. With the influx of biotechnology based industries into the Biotech Corridor, along with the rise in the global need for biologic / biotechnology laboratory technicians due to COVID, the need for highly skilled laboratory technicians is projected to increase to an annual employment of 370 workers, approximately 10% of which will age out or leave the industry annually. Thus, a need to new workers each year to provide the required BV workforce. The initial goal for the Regional training program is to produce at least 20 highly skilled, highly qualified laboratory technicians per year.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

In this planning year, our first quarter (July -Sept) benchmark will be a targeted focus on hiring and acclimating an intermediary who will become equipped to work with a cross-sector stakeholder group of business representatives, multiple LEA decision makers, IHE partner decision makers, Workforce partners, community members, parents and students to finalize a timeline and process for implementation of program parts. Our measures of success will be: a quality hire and a draft outline of program of study parts and plans.

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

The benchmark for the 2nd quarter (Sept -Dec) will focus on forming the stakeholder group and informing the stakeholders of curriculum needs, AAS diploma needs, HS graduation and certification needs, and marketing needs. By the end of the 2nd quarter, the following will be completed: MOUs will be delineated and in signature phase; the State CTE Program of Study will be identified; curriculum mapping of academic and technical courses to fit industry needs, IHE diploma needs, and high school graduation and certification needs will be in process; marketing details are being finalized, with all information needed for inclusion in the next year course guide.

Third-Quarter Benchmark

The benchmark for the 3rd quarter will focus on advertising and recruitment: students with interests in careers associated with the new program of study will be recruited and preassigned for courses in the following year, teachers will be selected/designated according to IHE guidelines, academic courses that qualify for Dual credit and/or AP/IB credit are in the master schedule and staffed as appropriate, all stakeholders are promoting the new program. The target for the initial cohort is 10 at each of 5 high schools, leaving room for growth to 20 at each school when fully implemented.

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.

With a SMART goal of graduating at least 20 qualified laboratory technicians, preregistration data needs to show a minimum number of 20 enrolling in the level I course; we will continue to target at least 10 students at each of 5 schools enrolling, thus allowing for change in student interest through the high school years. If the target number of enrollees is not met, then we know that our marketing information did not reach all populations. That will necessitate a reworking of marketing efforts, including any print or broadcast information used in marketing the new program. Once the program of study is activated, students will continue to receive workforce data demonstrating the need for technicians, as well as information on utilizing Dual Credit as a means of streamlining their skills and degree acquisition. Continual monitoring and reinforcement of the 4 year plan, coupled with the opportunity to shadow a professional in the industry or intern for a summer will encourage interested students to stay the course. As our intermediary identifies WBL opportunities, our students will become more knowledgeable about the career opportunities available, as well as learn about advanced degrees that will enhance their growth in the field. Using career interest survey data helps us plan for growth in programs. Interest survey data, coupled with data from 4 year plans, allows us to increase the number of available scheduling spaces. Furthermore, 4 year plan transcript data, coupled with Dual Credit grade data and AP scores data, will help us refine any curriculum issues that arise.

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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 the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
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.
6. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
7. The applicant provides assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

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9. Program Requirements

1. Summary of Program (Focus Area 1): Provide an overview of the program to be planned and designed with grant funds. What pathway will be developed and how will each stakeholder support the pathway planning? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

In summary, a State approved STEM program of study in Biomedical Science will be developed to dovetail into our IHE partner's AAS degree program in Biotechnology Laboratory Sciences. Creating this seamless program will promote the development of the skills and training necessary to fill the projected 35+ laboratory technician positions available each year in the Brazos Valley. By leveraging our partnerships with other school districts, the chances of having a least 20 completers each year increases.

The goals for the partnerships (IHE, LEA, Industry, Workforce) remain constant:

1. provide students a chance to hear about the multiple career opportunities available to them
2. provide interested students a seamless pathway to reach their career interests
3. provide opportunities for advanced academics and skilled technical classes to be enmeshed to foster on-ramps and off-ramps for careers and education
4. provide a site where multiple school districts can meet together in a regional training facility to spread the cost requirements among several entities, thus decreasing the need for duplication in every school district
5. provide a skilled technical workforce for the Brazos Valley

2. Summary of Program (Focus Area 2): Provide an overview of the program to be implemented with grant funds. What pathway will be implemented and how will each stakeholder support the pathway? In the past, how have stakeholders previously contributed to pathways development in the region? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

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9. Program Requirements (Cont.)

3. Program of Study (Focus Areas 1 and 2): The applicant must identify – in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce -- high-wage and in-demand occupations and TEA approved statewide or regionally approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use LWDA Labor Market information and resources from TEA to demonstrate labor market alignment. Identify the strategy behind this program of study and what the intended education and career outcomes are.

Within the Brazos Valley, the need for skilled laboratory technicians hits across several job clusters, thus several programs of study. LMI data from TEA for the BV Development Area shows that AFNR jobs, Health Science jobs, and STEM jobs all required trained laboratory workers. While job names may differ, required technical skills do not.

State Career Cluster	Program of Study	SOC	Occupational Title	Growth Rate	Median Annual Wage 2018	Growth Wage Category	Annual Average Employment 2016	Annual Average Employment 2026	Total Annual Openings	Competitive Education Requirement
Science, Technology, Engineering & Mathematics Health Science	Biomedical Science	19-4031	Chemical Technicians	13%	\$33,440	HIGH/HIGH	60	71	7	Associate's degree
	Healthcare Diagnostics	29-2012	Medical and Clinical Laboratory Technicians	13%	\$	HIGH /REDACTED	72	85	5	Associate's degree
Agriculture, Food, and Natural Resources	Environmental and Natural Resources	19-4091	Environmental Science and Protection Technicians, including Biological Scientists, All Other	17%	\$34,708	HIGH/HIGH	71	83	10	Associate's degree
Agriculture, Food, and Natural Resources	Animal Science	19-1029	Biological Scientists, All Other	13%	\$31,601	HIGH/HIGH	115	131	12	Bachelor's degree

Data Sources:
Occupational projection and wage data was from obtained from TexasWages.com (Downloaded: November 5, 2019)
Competitive Education Requirement data provided to TEA by R.E. Froeschle Consulting, as used in development of statewide program of study list
Notes: Under 'Growth Wage Category,' cells are highlighted 'green' when value met or exceeded the region median value ('HIGH'), yellow when value did not meet the Data are sorted from high growth/high wage to low growth/low wage, by career clusters, weighted by growth rate. Occupations with redacted median wages are at the same occupations may belong to more than one program of study or career cluster. Cells are blank if the occupation did not have a program of study identified within the Refer to the Texas Comprehensive Local Needs Assessment Guidebook for more information about how to use these data.

4. Intermediary Capacity (Focus Area 1): The applicant must describe how they will build the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to- convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's plan to increase capacity during the planning year and the plan to provide adequate staff capacity to this grant.

The intermediary will be expected to connect with industries to find WBL opportunities and to identify required skills for workforce success. The intermediary will also need to work with the various persons within the LEAs and the IHE to ensure that all are informed of the academic and technical skills being sought, and to facilitate the identifying and mapping of curriculum to ensure that required academic and technical skills are included as part of the course sequence in the program of study. The intermediary will be responsible for gathering cross-sector stakeholders for shared program planning and promotion. As programs are planned, tweaks and refinements may be necessary to ensure that the end goals are reached - WBL opportunities for every student, meaningful certification earned, employment within the career field, and a sustaining wage earned at the jobs earmarked within the program. By capitalizing on the intermediary's positive relationships with stakeholder partners and the knowledge gained during convenings, teachers will be able to utilize their time on consciously planning lessons, expenditures, and activities that will meet industry and certification needs. This efficiency will allow teachers more time on task to actually teach their craft. The intermediary is conversant in 3 main sectors - what industries needs in terms of skills, what the IHE/ LEAs can deliver in terms of academics and technical skills, and what the community needs in terms of workforce. The intermediary will use that knowledge to build programs that inspire and interest students, as well as meets the needs of the greater community.

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9. Program Requirements (Cont.)

5. **Intermediary Capacity (Focus Area 2):** The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to -convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

6. **Crosswalk (Focus Areas 1 and 2):** The applicant must provide, for all pathways a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study to complete a certificate, at a minimum, or receive an associate degree from the partnering general academic teaching institution(s) within two-years of graduating from high school. The crosswalk should align to the higher education program of study curricula where applicable and demonstrate how the program of study can lead to a post-secondary certification and credentials, up to and including, a bachelor's degree or beyond. For Focus Area 1 applicants, this crosswalk should demonstrate a sample or proposed crosswalk of the pathway that will be developed. For Focus Area 2 applications, this crosswalk should be a likely sequence of courses based on prior planning.

Course Area	HS year 1	HS year 2	HS year 3	HS year 4	AAS year 1	AAS year 2
Academic Reqs.	English 1	English 2	English 3	English 4 or ENGL 1301 & ENGL 1302	ENGL 1301	1 Academic Core: 1 in Lang/Phil/Culture or 1 in Creative Arts
	PreAP Geom & PreAP Biol	PAP Alg II & PAP Chem	PAP Pre-Cal & AP Biol or AP Chem or AP Physic	AP Statistics & AP Biol or AP Chem or AP Physics or H Med Micro	CHEM 1411 BIOL 1406 BIOL 2420 MATH 2420	
	W Geog. LOTE 1 Prof Comm PE	W History LOTE 2 Fine Arts	US History or HIST 1301 & HIST 1302	Govt & Econ or GOVT 2305 & ECON 2301	ITSW	1 Academic Core in SS (HIST 1031) or in Behavioral Science (ECON 2301)
Technical Reqs.	PLTW Principles of Biomedical Science	PLTW Human Body Systems	Practicum in STEM using PLTW Medical Interventions	Practicum in STEM using PLTW Biomedical Innovation	BITC 1191 BITC 1411	BITC 2411 BITC 2377 BITC 2431 BITC 1403 BITC 2386 BITC 2475
	BIM I (earn Word cert)	BIM II (earn ExCel cert)			BITC 1302 BITC 1340	
Potential Dual credits towards an AAS in Biologic Lab. Science = 6 hours Academic core + 7 technical hours						

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9. Program Requirements (Cont.)

7. Strategic Partnerships (Focus Areas 1 and 2): Identify regional partnerships and/or initiatives that are aligned to Tri-Agency efforts and are already in place that provide an advantage in developing (focus area 1) or implementing (focus area 2) the proposed pathway(s). Describe how these specific partnerships and/or initiatives will be utilized to strengthen the foundation of their proposed cross-sector work, which is paramount for a regional pathways approach.

With a Tier 1 research land-grant university and an affiliated partnership of universities and colleges who offer a variety of workforce training opportunities from Level 1 certifications through BAAS degree programs, Brazos Valley is ripe with opportunity for the training and placing of workers. Because of the partnerships already formed and operating among the IHEs, LEAs, Workforce Development Board, and the Economic Development Board, the BV has experienced an increased growth in biotechnology related companies choosing to develop within drivable access to RELLIS, Texas A&M University, TEEX services, Texas AgriLife, and the Biomedical Corridor (a certified Opportunity Zone in South Brazos County that enables companies to build research and/or manufacturing facilities that capitalize on the skills and educational opportunities of the surrounding population). All of these new companies will be seeking entry-level workers, as well as multi-level mid-management workers. Bryan ISD will be working with our partner LEAs, as well as our IHEs, workforce team, and industry partners to bring forth a program of study that will enable a students to enter a high demand job that will earn high wages, as well as provide multiple academic opportunities for professional growth.

8. Budget Narrative (Focus Areas 1 and 2): Describe how the proposed budget will meet the needs and goals of the program --for staffing, supplies and materials, contracts, travel, etc. --in particular, how will funds increase intermediary capacity? If applicable, include a high-level snapshot of funds currently allocated to similar programs. include a short narrative describing how adjustments will be made in the future to meet needs. How will budget funds be allocated to all stakeholders?

In this planning year, the majority of the funds will be utilized to employ an intermediary to address the need for identifying and bringing together all cross-sector stakeholders for vetting needs and wants, then enmeshing everything to produce a seamless stream of students. Additionally, because the program of study is new to all the partner LEAs, promotional materials detailing benefits of the program, as well as program specific informational materials for parents, students, and community members will require the services of a professional marketing person, so funds have been earmarked for the development and publishing of marketing materials using a variety of media. Another funding component will be for travel related expenses to required convenings, as well as site visits to other districts that may have already have model of the program. And the final need for funds is to provide place and materials for meetings with all stakeholders.

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9. Program Requirements (Cont.)

9. **Current Pathways** (Focus Area 2): What pathways work currently exists in your region and which stakeholders participate? How does the current work align with the Texas Regional Pathway's Network seven components of a pathway?

[Empty response box for question 9]

10. **Use of Funds** (Focus Area 2): How will grant funds be used to: a) increase the number of students in the existing pathway? b) **AND/OR** increase participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved statewide or regional CTE program of study? c) **AND/OR** expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board? Applicants may use LWDA Labor Market Information and resources from TEA to demonstrate labor market alignment. (Note: 2020-21 Perkins Reserve grantees who received Focus Area 1 [planning] grants should describe how they will implement pathways based on this year's planning efforts instead of describing how they will increase the number of students participating in pathways.)

[Empty response box for question 10]

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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.

Table with 2 columns: Group, Barrier. Contains 4 rows of empty input boxes for group names and barriers.

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- 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 LEA 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 located within the LEA's boundaries.
The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

Table with 2 columns: Description, Amount. Contains 7 rows of calculations for equitable services, ending with 'LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)'.

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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.

Payroll Costs

1.	Intermediary	\$125,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Marketing/graphics designer professional	\$12,500
7.	Printing and marketing costs	\$20,000
8.	Rentals for meeting space	\$5,000
9.		
10.		

Supplies and Materials

11.	supplies for meetings	\$7,500
12.	supplies for promotional and marketing materials	\$10,000
13.		
14.		

Other Operating Costs

15.	travel expenses to/from required meetings for partners & intermediary	\$12,000
16.	intermediary travel	\$8,000
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

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