



2022-2023 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 8, 2022

NOGA ID [Redacted]

Authorizing legislation **General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)**

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, November 8, 2022**.

Grant period from **March 1, 2023-September 30, 2023**

Pre-award costs permitted from **Award Announcement Date**

Application stamp-in date and time

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

- Focus Area 1: Career and Technical Education Course
- Focus Area 2: Work-Based Learning Experiences

Amendment Number

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

Applicant Information

Organization **Morton ISD** CDN **040-901** Campus **Morton School** ESC **17** UEI **N/A**

Address **500 Champion Drive** City **Morton** ZIP **79346** Vendor ID **75-6002098**

Primary Contact **Karen Saunders** Email **karen.saunders@mortonisd.net** Phone **806-266-5505**

Secondary Contact **Holly Boggs** Email **holly.boggs@mortonisd.net** Phone **806-266-5505**

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name **Karen L. Saunders** Title **Superintendent**

Email **karen.saunders@mortonisd.net** Phone **806-266-5505**

Signature  Date **Nov 10, 2022**

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 is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
6. The applicant provides assurance to provide data to TEA on student completion of courses through the Fall PEIMS Collection process.
7. 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.

Summary of Program (Focus Area 1)

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

OVERVIEW AND NEEDS - Morton ISD, a rural district (5 priority points), will ensure students in the district have the opportunity to gain the experience and credentials needed to succeed from the start of their high school. Summer programs such as these are imperative in a small, rural, and impoverished community with an increasing number of economically disadvantaged students (81.3%) and an increasing number of at-risk students (49.2%) (TAPR 2020-2021 Report) to show students there are alternatives to poverty by pursuing educational and career opportunities/aspirations. This will meet the district's MISSION by providing students from Morton the opportunity to see and experience career paths that may not be as readily available to them from their backgrounds. With such programs, it is hoped that the students will make their way through educational and career courses to new pathways of technology and success. Therefore, this bridge program will expose students to a great variety of options in the CTE field such as: Agriculture, Health and Medical, Hospitality and Tourism, and Information Technology.

FOCUS AREA 1 - MISD will implement a Summer Career and Technology Education (CTE) Bridge program for incoming 9th graders. This grant will target students in a variety of Programs of Study (POS), including Agriculture, Hospitality and Tourism, Health and Medical, and Information Technology. Through this bridge program, MISD will offer students credit opportunities as well as experience and credentials required to follow these career pathways. This 4-week program will target 30 students, run from 8 a.m. to noon, and be held at Morton High School. Courses in this bridge program include, but are not limited to: Principles of Ag, Food, and Natural Resources; Principles of Arts, A/V Technology and Communication; Principles of Health Science; and Principles of Human Sciences. All students will attend each course for one (1) week, providing for small class sizes and individualized instruction. Four teachers will be required for the duration of the program, each of whom will teach a specified class to the rotating students. This grant is intended to assist students in obtaining a head start on a pathway for these 8th graders entering 9th grade, which will alleviate the stress they feel when transitioning to high school and also support an effort toward successful graduation from an approved CTE program through Morton ISD.

Summary of Program (Focus Area 2)

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

OVERVIEW AND NEEDS - Morton ISD will ensure students in the district have the opportunity to gain the experience and credentials needed to succeed in jobs after high school. Summer programs such as these are critical in this small, rural, and impoverished community with a large percentage of economically disadvantaged students (81.3%) and an increasing percentage of at risk students (49.2%) (TAPR 2020-2021 Report). This program will show these students that there are alternatives to poverty by pursuing educational and career opportunities/aspirations.

FOCUS AREA 2: This paid internship program will focus on agricultural and health care/health science work-based opportunities through local businesses - namely Lewis Farm and Ranch, Alcove Care, Inc. (assisted living for special needs who provided letter of support - 5 points), and area farmers. A total of 20 students are expected to participate in these paid internships that last for eight (8) weeks, Mondays through Fridays from 8 a.m. to 3 p.m. (about 6 hours) each day. The programs will include specific goals and objectives for the students and a collaborative effort between school staff and the partners to build a rubric that helps determine student success and achievement in the program.

MISSION: MISD's goal is to provide learning experiences which will ensure opportunities for all students to achieve academically and socially with the intention of becoming productive members of the community and society. This grant will help meet the needs of the students and thus the needs of the district by providing funding for summer schoolteachers, monetary stipends for internship time, transportation for students to target locations, and supplies. All of these funding allocations will come together to create a comprehensive budget that provides students with work-based learning opportunities and helps students become productive members of society. Ultimately, this work-based learning program will enable students to pursue higher paying jobs after completing high school. It will be a bonus to the community to have this influx in the workforce.

Qualifications and Experience for Key Personnel (Focus Area 1)

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
SUPERINTENDENT – Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (Existing)	Minimum of a Bachelor's Degree in Education or a related field. Experience: At least 4 years of experience in being a Superintendent.
PROJECT DIRECTOR – Responsible for overseeing the both Focus Area programs and ensuring all performance measures as cited are met. (Proposed)	Minimum of a Bachelor's Degree in Education or a related field. Experience with managing programs, grants, personnel, and budgets.
CAMPUS PRINCIPAL – Manage day-to-day activities, overseeing faculty and staff, and assisting students in selecting career pathways. (Existing)	Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have years of experience in managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting careers.
DISTRICT TEACHING STAFF – Will be responsible for teaching, supporting, and communicating the targeted CTE programs of study. (Existing)	Ability to offer the targeted CTE programs of study. Must have at least 4 years of prior experience and knowledge in programs of study being taught.
CAREER COUNSELOR- Responsible for career advice and planning with students in CTE programs. (Existing)	Minimum of a Bachelors Degree in School Counseling or related field. Must have experience in assisting students in selecting career paths.

Qualifications and Experience for Key Personnel (Focus Area 2)

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
SUPERINTENDENT – Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. (Existing)	Minimum of a Bachelor's Degree in Education or a related field. Experience: At least 4 years of experience in being a Superintendent.
PROJECT DIRECTOR – Responsible for overseeing both Focus Area programs and ensuring all performance measures as cited are met. (Proposed)	Minimum of a Bachelor's Degree in Education or a related field. Experience with managing programs, grants, personnel, and budgets.
CAMPUS PRINCIPAL – Manage day-to-day activities, overseeing faculty and staff, and assisting students in selecting career pathways. (Existing)	Minimum of a Bachelor's Degree in Education or a related field. Experience: Must have years of experience in managing day-to-day school activities, overseeing faculty and staff, and assisting students in selecting careers.
DISTRICT STAFF – Will be responsible for teaching, supporting, and communicating the targeted CTE programs of study. (Existing)	Ability to offer the targeted CTE programs of study. Must have at least 4 years of prior experience and knowledge in programs of study being taught.
PARTNERING BUSINESS LIAISON - These personnel will be responsible for implementing the selected work-based learning opportunities. (Proposed)	Ability and knowledge to offer the targeted CTE trainings and/or oversight of work-based activities. Must have at least 4 years of proven knowledge of business and work-based learning programs.

Goals, Objectives, and Strategies (Focus Area 1)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

FOCUS 1 GOALS AND OBJECTIVES - To assist more students in pursuing post-secondary education after high school; create more graduates who are career and college ready; and ensure more students are prepared for and receive high paying positions after high school through certifications and licensing.

ACTIVITIES TO BE IMPLEMENTED - All targeted incoming students will tour the campus ensuring they are confident on their first day of school. Students will then be provided an overview of the various CTE programs available to them for the summer bridge. The program will ensure each student has access to technology and materials needed to complete the CTE coursework. All courses offered will be instructed by highly qualified teachers who are well-versed in the subject matters.

Goals, Objectives, and Strategies (Focus Area 2)

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

FOCUS 2 GOALS AND OBJECTIVES - Work-based experience through internships in the agriculture and health care industries will ensure students understand the skills and abilities needed to become a quality employee and create that smooth transition from educational experiences to the workforce. These internships will prepare students in a way that cannot be replicated in the classroom, especially for those going into health science field as nurses and other medical specialties.

ACTIVITIES TO BE IMPLEMENTED - The district will ensure transportation to interested students to the locations of the internships and also will assign a staff member to oversee the program, collect data and ensure exposure to hands-on experiences. Grant funds will be used to pay for students for these internships.

Performance and Evaluation Measures (Focus Area 1)

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

PERFORMANCE MEASURES - MISD will collect data on a weekly basis for the Summer CTE program proposed. The grant project director will collaborate with the staff to assess and identify any potential problem areas.

FOCUS AREA 1 - To evaluate performance, the following quantitative measures will be used: the number of students who enter the summer bridge program and complete the program; the number of CTE courses and who are prepared for statewide programs of study; the number of students who plan to enter post-secondary education; and student grades, and attendance in the CTE courses and programming. All of these performance measures directly align to student outcomes and are consistent with the guidance provided by TEA.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to student in-take forms, PEIMS data, questionnaires, progress reports, grades, attendance sheets, and meetings with CTE teachers to gather information so that it may be used to measure program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this programming are meeting the goals and objectives as well as how effective the strategies for student success are. In the Focus 1 Area, grades will be analyzed after each week of programming to ensure effectiveness.

Performance and Evaluation Measures (Focus Area 2)

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

PERFORMANCE MEASURES - MISD will collect data on a weekly basis for the work-based learning program proposed with the Summer CTE grant. The grant project manager will collaborate with the staff to assess and identify any potential problem areas.

FOCUS AREA 2 - To evaluate the program and ensure student outcomes, the following measures will be used: the number of students attending and participating in the program, a list of students and their average hours worked, an internship performance rubric, student weekly production reports as noted between summer program director and the business partners/IHE partner, and the overall quality of the work and efforts of the students. All of these performance measures directly align to student outcomes and are consistent with the guidance provided by TEA.

TOOLS USED TO MEASURE PERFORMANCE: The project personnel will gather and assess several pieces of data, including, but not limited to student in-take forms, PEIMS data, student surveys, performance reports, questionnaires, attendance sheets and meetings with the business partner liaisons to gather information so that it may be used to measure program and student performance and quality in this focus area.

ENSURING EFFECTIVENESS: The data collected will help the district determine whether the students in this programming are meeting the goals and objectives as well as how effective the strategies for student success are. In the Focus 2 Area, culminating assessments and recognition of skills will be analyzed after each week of programming to ensure effectiveness.

Budget Narrative (Focus Area 1)

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. 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.

To develop the proposed budget for the Summer CTE grant, MISD outlined needs, goals, and milestones for student development and success in Focus Area 1. The district researched the cost of the staffing, supplies and materials, curriculum, and software needed to reach those goals. Based on the courses that will be available and program needs, the district developed the following budget: 1) Payroll (\$19,040) - This amount does not exceed 75% of the requested grant funds. Payroll cost include for a bus driver and four (4) teachers that will provide instruction in the identified CTE course, and Benefits for all professional and support staff (extra-duty pay) members paid through this grant; 2) Professional and contract services (\$10,000) - Grant funds will be used to fund training for CTE teachers' skills in integration of activities into curriculum to ensure goals and objectives of this summer programming are met; and 3) Supplies and Materials (\$19,960) - Grant funds will be utilized to purchase instructional supplies and resources that are needed for the delivery of instruction. This will include relevant, online resources, as well as, providing technology devices for students to utilize during the Summer Bridge Program so that students can work on assignments. 4) Other Operating Costs (\$1,000) - The district will cover the cost for travel for students to be picked-up and dropped off from the program site.

HIGH-LEVEL SNAPSHOT: There is no Summer Bridge Program at the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. The activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and Instructional Materials Allotment (IMS) for the hardware/software products.

ADJUSTMENTS: If adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed for the success of the program. If the stakeholders require guidance, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, the district will send out letters of intent to modify to all stakeholders. If modifications are needed, all TEA rules for amendments will be followed to amend the program.

Budget Narrative (Focus Area 2)

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. 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.

To develop the proposed budget for this Summer CTE grant, MISD outlined needs, goals, and milestones for student success in Focus Area 2. The district included the cost of the staffing, supplies and materials, travel, and equipment needed to reach those goals. Based on the target number of students and needs of the program, the following budget has been created: 1) Payroll (\$3,840) - Extra duty pay for professional staff acting as Internship Coordinator. This will fund one person on a part-time basis to oversee the internship program, collect data, schedule and ensure proper training, perform site visits, evaluate training opportunities, and respond to student and parent issues/concerns. 2) Supplies and Materials (\$1,960) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience. 3) Other Operating Costs (\$44,200) - The district will cover the cost for travel for students to be picked-up and dropped off to and from the site and pay for internship/apprenticeship locations to ensure all students can participate.

SNAPSHOT OF FUNDS CURRENTLY ALLOCATED: There are no paid internships being offered by the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS: If adjustments to the program are needed, the stakeholders will meet to discuss what changes are needed for the success of the program. If the stakeholders require guidance, they will reach out to TEA so their concerns can be addressed properly. If modifications must be made, the district will send out letters of intent to modify to all stakeholders. If modifications are needed, all TEA rules for amendments will be followed to amend the program.

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

Morton ISD is located in an impoverished community in Cochran County with an inadequate tax base to offer a large variety of courses. Nearly 20% of residents in Cochran County live in poverty (US Census, 2020) with only 61.4% of the population age 16 or older in the workforce. It is hoped that this program will improve these statistics for the next cohort of graduates.

This grant will enable MISD to expand the course offering by designing week-long courses in the Summer. Through a small group rotation, where students for one week each experience this coursework, each participating student will obtain a "feel" for each career pathway in order for them to make informed decisions on which pathway they would prefer to follow as they develop in their high school career. Such course rotations and one-week courses are not feasible during the regular semester as students schedules are full of required courses for graduation.

The courses will be taught at the high school by highly qualified staff. Morton ISD administrators believe providing these CTE courses during a crucial transition year will help these students to a quicker start in their high school careers with eventual benefits to complete coursework and obtain certifications by the time they graduate and be on a path toward an associate degree if they so choose.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, or specific program of study teacher availability, etc.)

Morton ISD is located in an impoverished community in Cochran County with an inadequate tax base to offer a large variety of courses. Cochran County reports only 39 "employer establishments" in the 2020 US Census, and these businesses lost 16.9% of employees in the last couple of years. With only 61.4% of residents of working-age employed, that leaves 39% who are unemployed. This level of unemployment is a strain on any community but especially an already impoverished community.

The internships in the Summer Bridge CTE program will help meet two community needs. First, it will allow the participating students to learn more of the career options that are available, but secondly, it will allow the local businesses to get to know the graduating population and potential future employees. This is especially important because only a few of these types of businesses and careers are located or available in town, so students do not have the opportunity to observe these types of careers on a regular basis.

Program Requirements, cont'd.

2. Focus Area 1: Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who will be engaged and supported in this focus area.

Morton ISD is fully prepared to provide a Summer Bridge Program for 8th grade students transitioning to 9th grade. During this Summer Bridge Program, 30 students will be provided the opportunity to take part in course sampling through a weekly rotation to include the following Level 1 Approved CTE coursework:

- * Principles of Agriculture, Food, and Natural Resources (can lead to careers such as veterinarians, wildlife biologists, agricultural engineers, food science technicians, landscaping supervisors, and soil and plant scientists);
- * Principles of Information Technology (can lead to careers as computer technicians and database engineers);
- * Principles of Health Science (can lead to careers such as exercise physiologists, athletic trainers, phlebotomists, radiologic technologists, dental assistants, physicians, pharmacy technicians and nurses); and
- * Introduction to Culinary Arts (can lead to careers as food and beverage managers, chefs and food science technicians).

The courses will be taught at the high school by highly qualified staff. Morton ISD administrators believe providing these CTE courses during a crucial transition year will help these students to a quicker start in their high school careers with eventual benefits to complete coursework and obtain certifications by the time they graduate and be on a path toward an associate's degree if they so choose.

3. Focus Area 2: Applicants must specify business and industry partners who will be involved in the program. Additionally, applicants will need to specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

MISD will offer an 8-week paid internship program which runs Mondays through Fridays about 30 hours per week for eight (8) weeks. This program will involve work-based learning opportunities in the agriculture industry with the local general store and area farmers, and in health sciences through a local assisted living facility. This program will utilize grant funds to establish, facilitate and monitor internships and job shadowing opportunities for 20 of its students interested in agriculture and health care. Lewis Farm and Ranch, one of the business partners, is a staple in Cochran County since 1971. This general store, specializing in hardware, agriculture, feed and much more, is a great location for students to experience all aspects of agriculture, while also learning soft skills and about how business works. The facility has long been a supporter of youths in the Morton ISD as they make their way through high school and toward certifications and post-secondary opportunities. Students interested in Information Technology will have the opportunity to work with the school district, city hall, and local businesses to learn what it is like in that industry on a daily basis. Students will be able to learn how to set-up new computers, reset existing computers, connect peripheral devices, and trouble shoot errors. Alcove Care, Inc. is a community-based organization focused on caring for and empowering persons with special needs. This facility is experienced in providing in-depth training sessions for volunteers and clients and is ready to provide the same for the students of Morton ISD in this internship program.

Grant funds would be used to compensate on an hourly basis students based on their attendance and performance. This Summer CTE grant will allow Morton ISD to offer its economically disadvantaged and at risk students opportunities not typically afforded to them and at the same time earn pay for their time and efforts. MISD staff also will be visiting the job/ internship sites to ensure the work-based learning models are appropriate and meeting the goals and objectives of both the grant and the district.

Appendix I: Amendment Description and Purpose (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment