



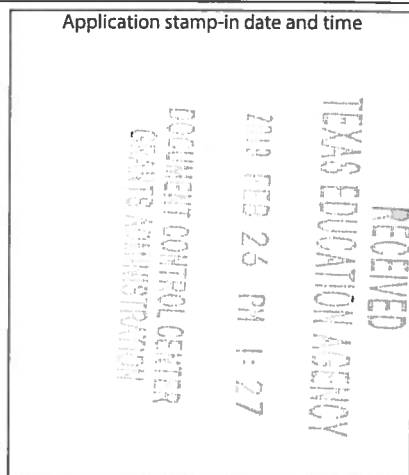
**2019-2020 Perkins Reserve Grant  
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019**

NOGA ID

Authorizing Legislation **Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494



Grant period from

Pre-award costs are not permitted.

**Required Attachments**

No attachments are required to be submitted with this application.

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

SSAs are **not permitted** for this grant. **Check the box below if applying as a fiscal agent.**

The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**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
Students in Lancaster ISD need to graduate with industry based certifications in high demand, strong growth potential, and high-wage occupations.	By offering industry certifications for Microsoft Office Word Expert, OSHA 30, Certified Patient Care Technician, Certified Pharmacy Technician and Adobe PhotoShop and Adobe PremierePro, Lancaster ISD is preparing its students to secure opportunities in high wage, high growth and high demand occupations.
Students in Lancaster ISD need multiple and varied opportunities for immersion in content and practice of skills for selected industry based certifications.	In addition to classroom instruction, after school and Saturday boot camps will be offered to students to ensure success on certification exams.
In addition to classroom instruction, Lancaster ISD students need additional resources and materials that offer content and strategies to aid students in experiencing success on the certification exams.	Lancaster ISD will make available pertinent Software, Project WorkBooks and Practice Guides for teachers to utilize while instructing and leading students to success on certification exams.

**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.

By the end of school year 2019-2020, at least 300 Lancaster ISD CTE students will secure industry-based certifications in the areas of MOS Word Expert, OSHA 30, Certified Patient Care Technician, Certified Pharmacy Technician, Adobe PhotoShop/ Adobe PremierePro and/or ServSafe Food Manager.

**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

- Weekly Collaboration Planning Meetings begin by August 16, 2019.
- By September 2019, needed software, resources and materials will be ordered and distributed to teachers.
- Certification Action Plans will be finalized for each of the participating CTE Pathways: Engineering, IT, Health Science, Culinary and Audio/Video Production and Graphic Design.
- Classroom instruction for certifications will begin mid-September 2019.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

- Weekly Collaboration Planning Meetings continue.
- First Round of Practice Tests given. Students receiving 80+ on the Practice Test cleared to take Certification Exams.
- After school sessions and Saturday Boot Camps scheduled and held for students with score below 80.

## Third-Quarter Benchmark

- Weekly Collaboration Planning Meetings continue.
- First Certification Exams administered.
- Certification Results Recorded and Reported.
- Second Round of Practice Tests given.
- After school sessions and Saturday Boot Camps scheduled and held for students with score below 80.
- Students receiving 80+ on the Practice Test cleared to take Certification Exams.
- Second Round of Certification Exams administered.
- Certification Results Recorded and Reported.
- Certification Celebration held with Graduation Honor Cords awarded to each Senior successfully completing Certifications

**Project Evaluation and Modification**

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

The program will be evaluated on a continual basis using the following methods:

1. SMART Goals will be developed for the student and teacher for each area included for Industry-based certifications that receives Perkins Reserve funding.
2. Student data will be discussed and analyzed at Weekly Collaboration Meetings.
3. Best practices from teachers who are experiencing success in areas where some students are struggling will be shared with other teachers.
4. At Weekly Collaboration Meetings, what's working and what needs to be changed to improve student outcomes will be identified.
5. Barriers to success will be discussed at Weekly Collaboration meetings and action plans will be developed, monitored and fine-tuned for resolution.
6. CTE Coordinator and/or assigned Assistant Principal will visit classrooms weekly to observe student progress and offer instructional strategies to enhance student performance.
7. Data collection through student grades on modules or sessions will be used to modify and adjust instruction as needed.
8. Student grades will be monitored. Students who need support will be scheduled for after school or Saturday Boot Camps to increase achievement.
9. SMART goal will be reviewed periodically and adjusted as needed to ensure program success.
10. Teachers and students will review identified problems, brainstorm solutions and develop plans for interventions or program changes as needed. All changes and/or amendments will be submitted to TEA for approval by the requested deadlines.

**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 that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** applicants provide 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.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

**TEA Program Requirements**

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

NOT APPLICABLE

**TEA Program Requirements**

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

NOT APPLICABLE

**TEA Program Requirements**

3. **FOCUS AREA 1 APPLICANTS:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

NOT APPLICABLE

**TEA Program Requirements**

4. **FOCUS AREA 1 APPLICANTS:** Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

NOT APPLICABLE

5. **FOCUS AREA 1 APPLICANTS:** Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

NOT APPLICABLE



**TEA Program Requirements**

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

Lancaster Independent School District, with enrollment approaching 7,400 students, is a suburban community located about 16 miles south of Downtown Dallas. The District offers robust Career and Technical Education (CTE) Pathways in 11 of the 16 Career Clusters: Agriculture Food & Natural Resources, Arts, Audio/Video Technology & Communications, Business Management & Administration, Education & Training, Finance, Health Science, Hospitality & Tourism, Human Services, Information Technology, Transportation, Distribution & Logistics and Science, Technology, Engineering, & Mathematics. The 2018-2019 Target Occupations List (TOL) from WorkForce Solutions of North Central Texas was utilized to identify occupations in each pathway which have been determined to be in-demand, show strong potential for growth, and are considered high-wage occupations. According to Payscale.com research, the most popular industries in Dallas are Information Technology (IT) Services, Financial Services, and Health Care. The National Restaurant Association data shows that 10% of employment in Texas is from the Restaurant Industry with over 1.3 million jobs. This is projected to grow by 16.4% by the year 2028 equating to 216,200 additional job opportunities with the DFW area claiming its fair share of the market. The following data on Top 5 jobs in Dallas-Fort Worth-Arlington is provided by familybudgets.org, a website created and maintained by the Center for Public Policy Priorities:

- Management, business and financial opportunities represent 20% of workforce with median hourly wage of \$34.16;
- Office and administrative support occupations represent 14% of the workforce with median hourly wages of \$17.29;
- Sales and related occupations represent 10% of workforce with median hourly wage of \$22.10;
- Education, legal, community service, arts and media occupations represent 10% of the workforce with median hourly wage of \$24.43; and

- Computer, engineering and science occupations represent 7% of workforce with median hourly wage of \$38.86.

CPPP is an independent public policy organization that uses data and analysis to advocate for solutions that enable Texans of all backgrounds to reach their full potential. Occupations in the aforementioned categories are those for which we are preparing our students. Based on a combination of the above data, we have selected five pathways for industry certifications for funding under the Perkins Reserve Grant: Business Administration & Management; Information Technology, Engineering, Health Science, Arts Audio Video Production & Communications and Culinary Arts. Viewing qualifications requested on job opportunities in the various fields helped to lead us to industry certifications that are desired credentials. Thus, to prepare students to successfully pursue and secure opportunities in the selected pathways, the District is committed to making available the outlined industry certifications. Last school year, the CTE pathways in Lancaster ISD produced less than 15 student industry certifications. Our goal in utilizing funding from the Perkins Reserve Grant is to vastly increase the number of student industry certifications produced by the selected pathways. Students we expect to benefit by using these funds along with the associated projected costs for the actual certification exams are:

- MOS Word Expert 220 Certifications Cost \$3600;
- OSHA 30 25 Certifications Cost \$5225;
- Certified Patient Care Technician or Certified Pharmacy Technician 40 Cost \$5890;
- Adobe Photoshop/Premiere Pro 40 Certifications Cost \$4550 and
- Culinary 60 ServSafe Food Manager Cost \$2095.

Please note, in addition to the cost of exams, there are other costs such as software, curriculum, workbooks, etc. Investing in these additional resources will help us prepare our students for successful outcomes on the certification exams. All costs are listed in the Budget section of the application.

**TEA Program Requirements**

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.
- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
  - If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

As outlined above, we expect close to 400 students to benefit from industry based certifications offered in CTE Pathways at Lancaster ISD. Upon graduating from high school, students with one of these certifications are positioned to step into the world of work with credentials that will aid them in increasing their earning potential to be in the living wage range of \$11.71 hourly or just over \$24,000 annually based on the Living Wage Calculator from mit.edu for one adult. According to BLS (Bureau of Labor Statistics) projections for Dallas Workforce Development Area and [www.familybudget.org](http://www.familybudget.org), the living wage for one adult in the Dallas-Fort Worth-Arlington area is about \$29,000 annually which equates to an hourly rate of \$14.50. For those students choosing to pursue post-secondary education, industry certifications are a valuable credential to gain admission to more and more colleges and universities. Nowadays, most college students work. One of these industry certifications will allow them to earn higher salaries that can be used to offset the cost of college; thus, decreasing the need for student loan debt which is being reported to be at a crisis level in our nation.

**TEA Program Requirements**

**8. FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

Upon receipt of funds from the Perkins Reserve Grant, Lancaster ISD will pay for students in the selected CTE Pathways to take the designated certification exams upon receiving a score of 80+ on pertinent practice exams. Seniors will be given first priority; juniors second priority followed by sophomores, as appropriate. We have developed a reporting mechanism that allows us to place industry certifications on student transcripts to ensure that we are retaining information for future use.

**9. FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

Currently Lancaster ISD is utilizing resources such as ICEV to develop skills in Microsoft Office Word, Kaduceus Student Reference Guides and Materials for Patient Care Technician and Passassured resources for Certified Pharmacy Technician. Our Health Science students have already secured valuable industry certifications for Ever-Fi Financial K12 Prescription Drug Safety Class, Ever-Fi AlcoholEDU, and/or FEMA Emergency Management Institute Introduction to The National Incident Management System. Many students studying in our Business Administration and Management Pathway have secured industry certifications in Southwest Airlines Professional Communications, Business Office Technology, Ever-Fi Financial Literacy, Ever-Fi Entrepreneurship Expedition and/or Ever-Fi Marketplaces-Investing Basics Program. FEMA, Ever-Fi Alcohol Safety and Awareness. Our culinary students have been trained on food safety and sanitation by studying ServSafe Food Handler materials from the National Restaurant Association and have taken the certification exam for Food Handler. We are currently waiting for their answer sheets to be scored by the National Restaurant Association to determine student success on the exam. As well collaborative tools and a tracking mechanism are already in place and being utilized this current school year.

**TEA Program Requirements**

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

To ensure that students are prepared for the industry-based certification exams, Lancaster ISD will utilize GMetrix LearnKey Software and Practice exams for MOS and Adobe. Earlier this school year, we invested in Microsoft Word and Word Expert Study Guides for Business and IT teachers to use. As well, Microsoft Word Project workbooks have been made available to all students in Business and IT classes. Classes have been structured for students to integrate Word projects to utilize the skills taught in different sessions. For Health Science, the appropriate study guides will be ordered for CPCT and CPhT (Certified Patient Care Technician and Certified Pharmacy Technician). We have developed Industry Certification Plans for each of the designated pathways that contribute to results for TEA A-F Accountability. The plan includes specific actions, timelines, responsible parties, etc. Weekly collaborative meetings are held to review student data, plan remediation activities and discuss best practices that can be utilized by all teachers to ensure student success and to share roadblocks for which solutions are implemented. These processes will be continued and fine-tuned for the utilization of Perkins Reserve Grant funds. After students reach a benchmark of 80+ on Practice Tests, they will be scheduled to take the actual certification exam. Certification Boot Camps will be held on selected days after school and on selected Saturdays as needed based on student data.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

Amazon has taken an interest in working with our IT, Engineering and Audio Video Production and Graphic Design students. Work site tours have already been held at their largest facility west of the Mississippi. Future tours have been scheduled for this Spring. We will be working with Amazon to expand work based learning opportunities for Lancaster ISD CTE students to include paid internships. Amazon just donated funds to our 6th Grade STEM program. Crescent Medical, large medical center within a couple of miles of the high school campus, participates in many District initiatives. Baylor, Scott & White has made generous donations of equipment and supplies to our Health Science program. We are working with both organizations to expand their role with our Health Science students. TI (Texas Instruments) is a long-time supporter of Lancaster ISD STEM and IT initiatives. Our work with them will continue. Sodexo, a large Food Service Operation, is actively working with our culinary students to provide internship opportunities and to support an upcoming culinary signature event, "Taste of Lancaster ISD Culinary." UT Dallas sponsors our Junior Chapter of NSBE (National Society of Black Engineers). Annually they host an Engineering Summit on the campus inviting students from the high school, middle schools and elementary schools to participate. This year the theme was the "Science of BeyBlades." Throughout the school year, UT Dallas hosts our Engineering students on tours and events on their campus. We are working with Cedar Valley College to arrange Dual Credit for Engineering courses as well as for other CTE Pathways. We are also working with El Centro College to offer Dual Credit for our culinary students. In October 2018, our students participated in the Multicultural Foodservice Hospitality Alliance "MFHA Showcase of the Stars." At this event, students spent time with key managers and executives from large food service and hospitality companies and celebrity chefs. Participating companies included Starbucks, Yum Brands, WingStop, ClubCorp, Maggiano's Little Italy (Brinker), Headington Companies, The Lumen Hotel, Ken Patrick Culinary Group, to name a few. We will continue to expand work based learning opportunities with these companies. Participating in work based learning opportunities with these companies will deepen the level of understanding with students on how to practically apply the skills they are learning from industry certifications. It also gives students networking opportunities for future careers.

**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"/>

**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.*

**5A: 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.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

**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 (6100)**

**BUDGET**

NOT APPLICABLE	0
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

NOT APPLICABLE	0
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

GMetrix LearnKey Campus License and Practice Exams for MOS and Adobe	\$6,800
Study Guides and Material	\$1,840
MOS, OSHA 30, CPCT, CPHT, Adobe PhotoShop and Premiere Pro Certification Exams	\$21,360

**OTHER OPERATING COSTS (6400)**

NOT APPLICABLE	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**CAPITAL OUTLAY (6600)**

NOT APPLICABLE	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**Total Direct Costs**

**Indirect Costs**

**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)**

**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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.**

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
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