



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

Application stamp-in date and time

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 GRANTS ADMINISTRATION

Grant period from **July 1, 2019 - August 31, 2020**

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
Create work-based learning opportunities in the high-demand area of health science through expansion of and improvements to the existing pathway to include at least 25% of next year's freshmen, sophomores, juniors and seniors that.	Moody High School (MHS) will register at least 25% of incoming freshmen, sophomores, juniors and seniors in the Health Science Pathway to include students interested in certifying as a Certified Nurse Assistant (CNA), EKG Technician and Phlebotomist.
Moody High School needs to increase the percentage of students from 40% to 80% who are successfully certified by passing written and skills tests for CNA, EKG Technician and Phlebotomy certifications.	Using program funding, supplies and medical simulation equipment to train students for competencies required for the existing Certified Nursing Assistants, certifications and new EKG Technician and Phlebotomy certifications will be set up in existing classroom space for student use to prepare for certification exams.
Create sustainable programs in the Health Science pathway by registering as a testing site for the academic portion of the certification exams and offering the program as a satellite for neighboring ISDs	MHS will partner with MCC as a testing site for the academic portion of the certification exams in CNA, EKG Tech, and Phlebotomy, while MCC will continue to administer the skills portion of the exam. In addition, we will partner with nearby districts to offer the Health Science Pathway to eligible students.

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.

Using program funding to enhance the curriculum and available equipment for teaching health skills competencies, the percentage of Moody High School students enrolled in the Health Science Pathway will increase from 18% to 25%, and those earning a Certification in Health Science (CNA, EKG Tech and Phlebotomy) will increase from 40% of those enrolled in the Health Science Pathway to 80% of students enrolled in the Health Science Pathway by the end of the 2019-2020 School Year.

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 the summer of 2019, supplies and medical simulation equipment outlined in the program budget will be purchased and placed into an existing classroom to create a Health Science Lab at Moody High School. Students will enroll and begin training in the knowledge and skills competencies needed for the industry certification in Certified Nursing Aides/Assistants program. The student goal for registration for the Health Science Pathway is 25% of each class (freshmen, sophomores, juniors and seniors).

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

Students will continue training in the knowledge and skills required for certification as CNA, EKG Techs and Phlebotomists using the medical simulation equipment in the Health Science Lab. Student data in their initial skills competencies will be collected using a rubric developed by the Nurse-Instructor along with their assessments of mastery of knowledge required to pass the certification exam.

Third-Quarter Benchmark

Students will continue training in the knowledge and skills required for certification as CNA, EKG Techs and Phlebotomists using the medical simulation equipment in the Health Science Lab. Student growth in their skills competencies will be measured using a rubric developed by the Nurse-Instructor along with their assessments of mastery of knowledge required to pass the certification exam.

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.

We will use a four-prong evaluation for this project:

1. Timely completion of the Health Science Lab: Purchase of equipment and set-up by August 30, 2019.
2. Student registration: Our goal is 25% of all students in each grade level will register in the Health Science Pathway.
3. Student growth in skills-competencies: 80% of junior and senior students will show growth toward mastery of the required skills competencies needed in their chosen certification.
4. Percentage of students successfully obtaining industry certification in Health Science (CNA, EKG Tech, Phlebotomy) upon graduation: 80% of students will pass both the academic and skills exams to obtain their chosen certification.

The goal of completing the purchase of the medical simulation equipment and placing it in the Health Science lab by the first day of student attendance in the 2019-2020 school year will depend on the strategic planning that must take place before the grant period begins. Once the grant is awarded in April, this task can move forward so that purchasing can take place early in July 2019. Any delay with the purchasing process, availability of materials and delivery may not be within the control of the grant managers. Every effort to meet this goal will be made during the summer of 2019.

Recruiting of students is accomplished before the end of the 2018-2019 school year. The high school counselor visits with each student in grades 8 - 11 individually to set that student's goals for his or her education and career. These conferences serve to notify the student of the options in the Health Science Pathway and others available to them. The goal of recruiting students to participate in this program should result in enrolling at least 15 of 60 students on average into the Pathway.

Student data related to their skills acquisition will be collected three times during the school year to monitor their progress toward mastery. The crucial step in modifying the program will result in individualized learning plans created for the students who may need additional instruction and practice. Additional time to master the competencies will be assigned. The ultimate goal is for at least 80% of our students to successfully attain their chosen certification.

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.

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.

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.

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.

[Empty response box for item 4]

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.

[Empty response box for item 5]

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.

After surveying students to determine their career interests, Moody High School added a Health Science pathway in the 2017-2018 academic year to expand CTE opportunities to include classes leading to certification in Certified Nurses Assistant (CNA). This program led to ten graduates of the program with four obtaining CNA Certification. Approximately 18% of our student population is currently enrolled in our Health Science program, again for CNA Certification. Our goal is to increase this number to 25% in the 2019-2020 school year as the program expands.

The US Department of Labor works in conjunction with the Bureau of Labor Statistics to compile projections for job growth by occupation. According to their findings, six of the top ten fastest growing jobs in the country are in the medical field (<https://www.bls.gov/emp/tables/occupations-most-job-growth.htm>) with Certified Nurses' Assistants having a projected growth of nearly 20% over the next eight years (<https://texaswages.com/Projections>). The local health care industry also continues to show strong growth with 18% of the Central Texas economy tied to health care (<https://wacochamber.com/economic-development/health-care/>) and with two of the top five regional employers being medical facilities (<https://wacochamber.com/economic-development/health-care/>). These occupations provide above average salaries and benefits packages with opportunities for advancement with similar education and training.

Students at Moody High School are surrounded by educational and career opportunities in this growing industry with job opportunities at major health centers in Waco, Texas and Temple, Texas. Those graduating from high school with an industry-recognized certification are ahead of their peers for employment and education. They have a better chance of being accepted into competitive postsecondary academic programs with a certification that allows them to gain employment and postsecondary experience in their chosen field.

Using program funding to purchase medical simulation equipment to create a Health Science Lab in existing classroom space would allow for the continued expansion of our Health Science pathway to include additional industry-based certifications including but not limited to EKG Technician and Phlebotomy. With expansion of the program, we will apply to be a testing site for the academic portion of the certification exams, and we would have the capacity to offer the program to eligible students in nearby districts.

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.

Moody High School currently serves thirty-five students in the Health Science pathway. Students enrolled in this program take a coherent sequence of course work which culminates in a Certified Nurses' Aide/Assistant Certification (CNA) in their senior year. This certification opportunity has been possible due to a partnership with the Department of Continuing Education at McLennan Community College. This partnership can be expanded when Moody High School becomes a testing site for the academic portion of the industry certification exams in the Health Science areas that will benefit from program funding. All of the students enrolled in the Health Science Pathway and potentially those in neighboring districts can benefit from the more comfortable testing atmosphere that is provided by Moody High School that is hard to replicate for students taking a certification exam as high school students at McLennan Community College. Moody High School is currently a testing site for ACT, SAT, TSI and ASVAB exams. Becoming a testing site also mitigates transportation challenges for our students who live in our rural district. We pride ourselves in doing an excellent job at test administration and making our students comfortable in testing situations as evidenced by increased scores on these exams. Our students simply do better "at home."

Moody ISD is a District of Innovation and employs a registered nurse, who in addition to providing nursing services to our students, also teaches courses in the Health Science pathway. As a part of the curriculum of the Health Science course offerings, the nurse/teacher also provides skills-based instruction. This instruction is a vital component of the CNA certification. Students who have tested in the past have done very well on the academic portion of the examination but have fallen short of the standard on the skills portion of the exam. Using program funding to create a Health Science simulation lab with the addition of medical simulation equipment to an existing classroom would enable students to practice their skills on-site throughout the school year up to the point of the certification exam. Without a doubt, this increased exposure to the skills required on the exam will expand the number of students who are able to graduate with this industry-based certification. With the addition of the Health Science Lab, our nurse-instructor will be able to offer students additional training to receive EKG Technician and Phlebotomy Certifications.

In addition to coursework, Moody High School is planning to implement a student-led organization that will motivate and support the students with leadership and collaborative opportunities. HOSA Future Health Professionals is a national organization, based in Texas, that is endorsed by the US Department of Education. Similar to other career-based organizations in schools, HOSA offers regional, state and national conferences and competitions for students. These events are designed to motivate students to improve their knowledge and skills and to recognize excellence in those individuals and in their school organization. Students in the current Health Science Pathway at Moody High School have expressed interest in forming a chapter of HOSA, and a portion of this grant would support their travel to regional and state conferences.

Earning a Health Science certification (CNA, EKG Tech, and Phlebotomy) means that students are readily employable in the industry of their choosing immediately after graduating from high school. This ability is instrumental in our goal of breaking the bonds of generational poverty in our community. The health care industry surrounds our small community and is a booming sector in the Central Texas economy. These certification opportunities are and will be the pathway to entry-level positions for approximately 50 (25%) Moody High School students each year and represent a stepping stone for their future education and career growth.

TEA Program Requirements

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

Moody High School (MHS) was designated as a TSTEM Planning campus for the 2018-2019 school year, and is pursuing designation for 2019-2020. In accordance with the TSTEM blueprint, all STEM programs including the MHS Health Care program must be offered to students at no cost. MHS is committed to paying for all aspects of this program including costs associated with testing or certification examinations. In the spring of 2018, Moody High School had 10 students enrolled in a Certified Nursing Assistance workforce program through McLennan Community College (MCC). MCC billed the district for all fees associated with the program including the payment for the certification exam. Moody ISD pays the money for the program directly to MCC.

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

Moody High School has an ongoing and active Health Science CTE pathway that began in the 2017-2018 academic year. They have already had success in this endeavor with 4 of 10 students graduating in May 2018 with a certification as a Certified Nurse Aide/Assistant. Currently, there are 35 students enrolled in the Health Science pathway in the 2018-2019 school year. This program is supported by existing CTE funding, and it would be made only more successful with the addition of this program funding to supply our students with the medical simulation equipment vital to their success in the skills-based portion of the certification exam. We have seen in the first year of the existing Health Science pathway that our students performed well on the written portion of the certification exam with 100% of students passing, but 40% of students fell short on the skills-based portion due to the limited amount of practice in those competencies that their clinical experience was able to provide. This current disconnect between the success of our students on the academic and skills-based portions of the CNA examination clearly defines the need that we are planning to address with this grant funding.

Success in this pathway will depend on our ability to provide on-site extended experience in the skills-based competencies required to pass the CNA examination along with others that are in the planning stage (EKG Tech and Phlebotomy). The addition of medical simulation equipment to our campus-based program can be the key to our students' success in attaining their chosen industry-based certification.

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.

The students in the Health Science pathway in 2017-2018 all passed (100%) the written, academic portion of the Certified Nurse Aide/Assistant (CNA) examination. On the skills-based portion of the exam, only 40% of students passed resulting in only 4 of 10 students in the program successfully receiving certification. We believe that the lack of on-site practice available to our students in the limited off-site clinical training they received in the program last year contributed to the failure of the remainder of our students. We must be able to provide our registered nurse/teacher in this program the materials and equipment necessary to benefit our students. The medical simulation equipment and supplies that are crucial to our students' success in obtaining industry certification in the Health Science areas is extremely costly and out of the reach of our existing CTE budget.

The purpose of this application is to enhance the ability of our students to receive the on-site skills-based instruction and, most of all, the ongoing practice in the required clinical competencies for them to all be successful in completing their CNA, EKG Tech and Phlebotomy certifications. Having medical simulation equipment on-site at Moody High School will ensure that our students will be prepared for their chosen certification exams, and that we will significantly improve our students' chances of receiving their industry certifications in Health Science. Other instructional needs such as simulation software will be purchased with these program funds, and they will also contribute to our students' success.

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

As a Texas Science, Technology, Engineering, and Mathematics Academy (TSTEM), Moody High School maintains multiple strategic partnerships that support our Career Pathways and overall campus mission. Alliances with McLennan Community College and Gentle Transitions Hospice are vital to the success of our health science pathway and have proven to be beneficial for both parties. As our institute of higher education partner, McLennan Community College has been integral in developing a dual credit program that offers students a pathway to an associate's degree as well as industry approved certification opportunities, including a Certified Nurse's Assistant course. With funding from the Perkin's Reserve Grant, Moody High School would be able to purchase medical simulation equipment to enhance student learning and have the resources to become a testing center for CNA training. Health Science students would be much better prepared for the skills portion of the certification exam, which would lead to higher passing rates and more students earning their CNA certification. As a strategic partner in the healthcare industry, Gentle Transitions Hospice supports our health science pathway by serving on our TSTEM advisory board. Gentle Transitions Hospice is a leader in our local healthcare industry and recognizes the need for quality nursing assistants. Our students are viewed as potential future employees. Therefore, hospice workers invest time working with our students and provide guidance for our teacher in developing curriculum aligned with industry expectations. Our strategic partners support work-based learning and improve the overall quality and effectiveness of our students' learning experiences.

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Medical Simulation Apparatus and Equipment	\$100,000
Medical Supplies	\$20,000
Software	\$1,000

OTHER OPERATING COSTS (6400)

Travel to HOSA Future Health Professionals Regional and State Conferences	\$2,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

<input type="text"/>	<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 _____

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Changes confirmed with _____ on this date _____
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