



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

NOGA ID [Redacted]

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 **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): [Redacted]

Applicant Information

Organization **Connally ISD** CDN **161921** Vendor ID **746003571** ESC **12** DUNS **83560705**
 Address **200 Cadet Way** City **Waco** ZIP **76705** Phone **254-296-6764**
 Primary Contact **Hermann Pereira** Email **hpereira@connally.org** Phone **254-296-6700**
 Secondary Contact **Sara Rudd** Email **srudd@connally.org** Phone **254-296-6712**

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 **Wes Holt** Title **Superintendent**

Email **wholt@connally.org** Phone **254-294-6460**

Signature  Date **2-26-19**

Grant Writer Name **Sara Rudd** Signature  Date **2-26-19**

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

2019-02-27

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
Develop a sequence of Construction Technology pathways that will lead to industry certifications, employment, and hours toward an associate's degree while students obtain a high school diploma.	Funding will allow CISD to develop the CT program by purchasing supplies, materials, textbooks and curriculum materials.
There is a need to offer the NCCER Construction Technology Curriculum so that staff have access to quality instructional materials.	The NCCER CT curriculum purchased from this funding will provide a standard evidence-based curriculum that will provide the program with a academic instruction that will meet the CTE requirements for dual credit and industry certifications as well as provide soft skills that will increase the college and career readiness of students.
There is a need to engage partner organizations and industry employers in the region so students will become familiar with future employers.	Partners will provide student advisement, arrange field trips, be guest speakers, provide job shadowing opportunities, conduct student conferences, provide mentorships and internships.

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.

Connally High School (CHS) will increase the number of industry-based certifications and programs of study for students by 10% during the 2019-20 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

Develop a CTE Advisory Taskforce that will : 1) determine data collection methods that will include project records, student records, test results, and survey results; 2) seek community partners and employers to partner with staff and students; 3) CTE director will meet monthly with Advisory Taskforce to promote program awareness and program offerings; 4) parent and students meeting to disseminate information on high-wage and in-demand occupations and programs of study that lead to these occupations.

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

1) Any changes in program activities will be reviewed and recommended as a result of the first quarter analysis; 2) reports such as attendance and discipline records satisfaction survey and performance assessment data (grades) will be examined to make sure there is alignment with CTE goals and objectives; 3) interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the management plan; 4) list of students who are on track to take industry-based certifications

Third-Quarter Benchmark

As the grant program draws to a conclusion the CTE director and Advisory Taskforce will look at 1) data to determine growth such as attendance, failure rates by grade, teacher, and other demographic factors; 2) the number of students ready to sit for industry-based certifications; based on quantitative and qualitative assessments, changes in the program will be made to ensure that quality of the program implementation is maintained.

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 process to collect data includes Benchmark data, STAAR and EOC scores, quarterly reporting, scheduled management team meetings, and evaluations after each activity. Changes in program activities will be reviewed and recommended as a result of the 3rd quarter report. Using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. Quantitative measures include required scheduled reports, attendance and discipline records, satisfaction surveys, and performance assessment data (grades). Qualitative evaluation methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the grant management plan. Data collection methodologies such as evaluator observation and parent-teacher-student surveys will be used to assess program progress. Benchmark, End-of-Course exams, and STAAR scores will also be disaggregated and analyzed. The Advisory Taskforce will refine, improve and strengthen the program. Formative evaluation will begin during project development and will continue through the year of the project. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the quantitative and qualitative assessment of each activity. This will ensure progress toward the summative SMART goal will be made to ensure that the quality of the program implementation is maintained. These strategies include measures designed to show gains in student learning and skills as well as evidence of program impact on all stakeholders. The CTE Director will communicate weekly with the Construction Technology teacher to ensure that programming sessions and activities are of high quality and relevant to the curricula being used. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly. Continual input from stakeholders will ensure quality in all activities and products. The CTE Director will provide monthly briefing and the findings will be made available to the Advisory Taskforce and other interested stakeholders, sharing formative data.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

According to the information provided by local workforce development boards, economic development organizations and chambers of commerce the construction industry is projected to grow by 27.8 percent from 2014 to 2024, creating the need for 177,390 construction workers over 10 years. Occupational projections also indicate that the highest demand will be for supervisors and for specialty trade workers to fill positions such as Electricians, Plumbers, and Carpenters. In the first quarter 2017, employment with Construction companies reached 698,844 workers. The industry has grown 23.8 percent over the last five years according to Quarterly Census of Employment and Wages (QCEW) data and demand for construction workers will continue to rise. Texas second quarter 2018 home sales rose significantly, while housing inventory remains at 4.1 months, driving average home prices up 6.8 percent from last year. These trends indicate strong demand for residential, commercial and industrial building projects. Construction occupations projected to add the most jobs in the long- and short-term and pay above the Texas median wage of \$35,339 are listed below. This application is aligned with the Texas Workforce Commission target occupation by board area for the Heart of Texas maintenance and repair workers (49-9071).

The major determining point for CHS's program for high-demand occupations of Construction Technology was the current CTE courses, the regional labor market information, and business community input. The Industry Cluster Innovative Academy Grant provided for the development of a successful Biotechnology and Life Science Industry Cluster which will serve as the model for Construction Technology. According to the Heart of Texas Workforce Development Report (2018), a shortage of skilled labor is plaguing homebuilding efforts and other construction around the Heart of Texas area as well as the state. "The forecast for housing markets in Texas looks good, but there remains a lack of inventory, which is being aggravated by the labor situation," said Luis Torres, a research economist at the Texas A&M University Real Estate Center. Not having a reliable supply of plumbers, electricians, carpenters and air-conditioning technicians leads to higher housing costs and work delays. Mr. Torres went on to say, "The construction sector has been hardest hit by far. Part of it is the growth in population in Texas and commercial/industrial activity, and part of it is the diversion of resources to the Gulf Coast region in the aftermath of Hurricane Harvey," he said.

Scott Bland, a local builder and president of the Heart of Texas Builders Association in Waco, said the days of recruiting a few people from the neighborhood to build houses have passed. City and national building codes and stylistic flourishes demand crews with greater skills. Mr. Bland stated, "it is a simple case of mathematics that Texas needs those workers and does not have another ready source available."

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.

One hundred and sixty students (160) are expected to enroll in Construction Technology courses at Connally High School in the 2019-2020 school year. The Construction Technology pathway will lead to degree and or a certification from Texas State Technical College which are on the Workforce Solutions of Heart of Texas Workforce's list of high needs jobs that are the local top 25 occupations earning more than \$35,339. The basic sequence of classes provides many of the requirements for other areas of certification and degrees that CHS offers or has plans to expand. The sequence of classes begins in the 8th grade with a college and career readiness elective course called Cadet Pathways. Beginning in the 9th grade students will begin the Construct Technology pathway and it is a five to seven year program for students (obtaining an Associates degree two to three years after high school graduation). The CTE director and counselors will ensure that middle school students have a clear Personal Graduation Plan (PGP) that leads to College and Career Readiness outcomes.

An example of high school to college course sequencing is as follows:

Connally High School Courses: Principles of Construction; Construction Tech 1; Construction Tech 2, Building Maintenance Technology

TSTC College Equivalent Courses:

- * Residential and Light Commercial Blueprint REading
- * OSHA Regulations - Construction Industry (students receives OSHA certification after completion of course)
- * Construction Technology
- * Technical Calculations
- * Concrete I
- * Building Codes and Inspections
- * Construction Technology II
- * Green Building
- * Mechanical, Plumbing, & Electrical Systems in Construction I
- * Construction Technology IV

Students can obtain high school graduation credits while getting college dual credit credits through Connally Career Tech ECHS. This pathway of study also allows students to obtain industry certificates. Students on this pathway will have access to area builders as mentors which will enhance their access to these top 25 occupations. The lineage of the high school and college courses will allow students to be in the position of obtaining a related Associate Degree in Construction Technology within two to three years after high school graduation. The link with TSTC will allow students to have post-secondary credits that will make their enrollment into an Associate's program easier and give them a base of college credits that will shorten their time and classes needed to obtain the degree. These linkages will provide these students with a "leg up" when they determine that extra post-secondary education will advance their career goals.

TEA Program Requirements

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

2019-2020 Perkins Reserve Grant funds will pay for the students to take the Industry -based certifications from Occupational Safety Hazard Association (OSHA) and National Center for Construction Education and Research (NCCER) which is a nationally recognized organization once they have successfully completed the required course offerings. These certifications serve as notification to potential colleges and employers that the individual has previous experience and training in the construction industry.
 (this is just an example)
 The process for paying for exams will be:
 1) students take the use the OSHA curriculum and take the exam in the Principles of Construction course
 2) students who complete the Principles of Construction course will take Construction Tech and/or Building Maintenance and then after they complete the core curriulum they will be eligible for exam fees to be paid through the Perkins Reserve Grant Funds
 3) students complete an application process
 4) once students are chosen for the exam fees to be paid, a purchase order from Connally High School is submitted to the NCCER for the number of fees
 5) once students take the exam, the district business office will pay the fees from Perkins Reserve Grant funds

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

Connally High School established a Career Tech ECHS in 2013-14 with input from parents, industry leaders in the area, and district officials. At this time the decision was made to target students who are traditionally underrepresented in postsecondary education. The program was designed so that these students will receive additional academic support from the school/college partnership to ensure they are at grade level and ready to participate in rigorous high school and college courses or courses that will lead to an industry certification. These " dual or concurrent enrollment" programs have served to increase high school graduation and completion rates while reducing student tuition costs as a result of the compressed time needed to complete a college degree or get a skill certification (TAPR 2018). The goal of Connally High School is that 75% of the students enrolled in the program receive a high school diploma and an associate degree (60 semester credit hours toward a bachelor degree) at least on or before the fifth anniversary of the date they enrolled in 9th grade. According to completion data, currently 20% who exited the program are enrolled in a bachelor's program; however, 80% of the students that exited the program have opted for skill certification programs so that they are able to obtain a job. Efforts that have already made to ensure students' success: 1) cost saving for the family by eliminating the cost for the certification program or college program; 2) students are in a more relaxed and controlled introduction to college life than traditional college students; 3) the classes are smaller than traditional college classes and students are in a more supportive learning environment; 4) students are exposed to a variety of work based learning opportunities; 5) students have access to state-of-the-art laboratories, interactive distance learning classrooms, computer labs, library/learning resource centers as well as recreational facilities and certified teachers.

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.

Connally High Schools CTE program consists of a continuum of academic and college readiness services to ensure students take rigorous courses, graduate from high school on-time, and enroll in and graduate from postsecondary education. CHS provides services to address the barriers that hinder low-income, under-represented, and economically disadvantaged secondary school students, including students with disabilities such as a lack of academic preparation; a belief that college is automatically out of reach of some students; chronic absenteeism; college readiness exams and placement test. CHS's CTE program includes comprehensive early intervention programs that leverage the shared responsibility of CHS and its partners to provide students, teachers, administrators, and parents with the academic preparation, professional development, and support needed for students to succeed in postsecondary education (Scales & Dallas, revised 2017). Although academic preparation and professional development for educators are important for students to overcome obstacles of postsecondary access, it is just as important to ensure that students and their parents have adequate support and the information required to assist them with understanding the physical and cultural transition from middle school to high school and finally to postsecondary (Hoffman, Vargas & Santos, 2017). CHS's program will implement an array of integrated activities to promote awareness of postsecondary education opportunities, such as instructional and extended support services to increase student academic performance, a variety of work based learning opportunities, and information and education programs to assist students and parents with planning for postsecondary education options.

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

CHS understands that partnerships with industries and professionals are a core component of career technical education and provides enormous advantages for students. The long-term plan for CTE is to provide students the opportunity to “try out” a profession to make sure it is a “good fit” . Other advantages of partnerships with industry leaders it that students learn how to conduct themselves in the business world and they make connections that lead to future employment. In addition, industry and business leaders get a say in developing curriculum to make sure there is a practical focus to outfit students with the skills that are needed and CHS staff get seasoned professionals in industry to advise students, arrange field trips, be guest speakers, provide job shadowing opportunities, conduct student conferences, provide mentorships and internships. These types of activities can make learning more relevant by providing real-world examples. Partnerships that are currently in place are:

Centex Roofing - will provide student advising, field trips, guest speakers, job shadowing opportunities, student conferences, and provide mentorships and internships.

Gen Tex Hispanic Chamber of Commerce - will connect students and teachers to industry leaders in the areas to keep both informed as to the job skills that are need in the Central Texas area. In addition, this organization will support the CHS students by allowing students to attend a career-focused summer camp.

Prosper Waco - will engage with local employers in the construction trades to keep current lists of employers who need employees; help evaluate the outcomes of the program, and provide support through guest speakers, student conferences, and student advising.

(Note: Letters of support by partner organizations are attached for 15 priority points).

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)

student exam fees	2,760.00
teacher certification costs	550.00
development and acquisition of curriculum aligned to industry based certification	12,530.00

SUPPLIES AND MATERIALS (6300)

non-consumable instructional materials and resources	6,534.18
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

professional development	800.00
allowable travel expenses	2,200.00
field trips aligned with focus area certification	1,500.00

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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Via phone/fax/email by TEA staff person _____

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