



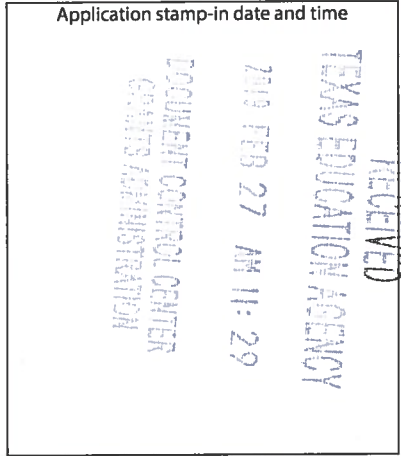
2019-2020 Perkins Reserve Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

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 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.

2019-019372

701-19-104-050

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
Forty-nine percent of our high school is economically disadvantaged. Students of low-socioeconomic status need assistance to make higher-than-minimum wage so they can adequately contribute to family income.	Industry-based certification courses and exams will be offered by qualified instructors on-site. This will allow students to become certified if transportation is a hindrance.
Certified instructors are required to teach the courses and administer certification tests to students. Budget constraints don't allow room for ordering costly non-consumable instruction or testing materials.	On-site and off-site training will be offered to CTE teachers within our district so they may become qualified instructors of areas that would lead to high-skilled, high-wage or high-demand jobs. Non-consumable materials will be available for further professional development and as a student resource.
At present, our Education Service Center and Miles ISD are the closest testing sites for area students. The tests offered and the testing space are both limited. Many of our students cannot drive or do not have vehicles.	Open Grape Creek ISD as a testing site for welding, graphic arts, office technology, culinary arts and floral design certifications.

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 2020, Grape Creek ISD will become the testing site for at least 12 identified industry-based certifications. At least 135 of our students will receive at least one certification that will provide them a marked advantage when seeking high-skill, high-wage and/or high-demand jobs. All five of our CTE educators will receive trained and our school will be a testing site for surrounding rural school districts.

The number of students who receive approved, industry-based certificates will increase from 0 (as of this date) to 135 by May 2020. There are students who wish to challenge the API 1104 Welding test this year, but they have not done so to date.

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

Four identified Grape Creek High School CTE teachers will be qualified to teach and administer testing on-site for at least 12 industry-based certification courses. At least 7 surrounding rural school districts will be notified and encouraged to participate by sending students to Grape Creek for testing. This may include school districts in Water Valley, Robert Lee, Wall, Veribest, Miles, Mertzon and Christoval.

At least 100 Grape Creek students will be enrolled in courses that will result in testing for a recognized certification. Thirty students will pass at least one of the welding certification tests. Sixty-four students will learn concepts of Microsoft Word and Excel.

Measurable Progress (Cont.)

Second-Quarter Benchmark

At least 75 of our students have earned at least one certification in a high-skill, high-need and/or high-wage area. Fifty students are studying to challenge a second certification. At least 100 certification exams have been taken by students to date. Students are testing or will test for a second certification. Sixty-four students are attending appropriate courses needed to challenge technology-related exams. In Culinary Arts, students are learning lab safety with an emphasis on management in the Food Service industry. ServSafe Manager exam is administered and 30 students have earned certification. The Adobe Certified Photoshop test is taken by 20 students and 15 have received certifications. Six Audio/Visual students begin their 15-week course on Adobe Premier Pro and will challenge the test at the third-quarter benchmark.

Third-Quarter Benchmark

At least 135 GCHS students have earned certification in at least one recognized high skill, high need and/or high wage area. Another 25 students are enrolled in a course that will result in testing for a recognized certification by the end of the school year. A total of 150 certification exams have been taken to date, including those for technology-related certifications. Retests are being administered for all tests. Students new to the district are being tested.

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.

Our CTE team, comprised of four CTE instructors, will meet monthly and use a tracking software to chart benchmark data. We will determine as a group how to divide the information needed across all career pathways to insure students achieve the highest possible score on exams. If benchmarks do not show progress, we will study the data and determine what needs to be refocused in order for students to understand concepts. We will continue to test students and build on material they have retained in order to attain sustainability in all programs. We will also discuss ways to involve additional rural school districts as a means of growing the program and reaching outside our district to serve a greater number of students.

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.

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.

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.

Certifications being served by this grant include the National Restaurant Association ServSafe Food Manager; Microsoft Office Expert - Excel; Microsoft Office Expert - Word; Microsoft Office Master - Track 1 (Word Expert + Excel Core + Elective); Microsoft Office Master - Track 2 (Excel Expert + Word Core + Elective); Microsoft Office Master - Track 3 (Word Expert + Excel Expert); Adobe Certified Associate - Premier Pro (Digital Video using Adobe Premier Pro); Adobe Certified Associate - Illustrator (Graphic Design and Illustration using Adobe Illustrator); API 1104 Welding Certification; AWS D1.1 Welding Certification; and AWS D9.1 Welding Certification.

According to the Concho Valley Workforce Development Board's (CVWDB) fourth quarter report for 2018, Office and Administrative Support was the number one largest occupation in Tom Green County. This industry provides 8,000 jobs and is above the national average of top occupations. The CVWDB also estimates that Food Preparation and Serving-related occupations will continue to grow by 500 employees over the next year. The fourth highest-growing occupation is Construction and Extraction, which includes jobs that use the welding certifications, expecting to grow by 175 jobs.

The top occupation in earnings for Tom Green County is Computer and Mathematical-based jobs that average \$29.00 per hour as of 2017. The Arts, Design, Entertainment, Sports and Media jobs (Adobe certifications) are averaging \$22.00 per hour. The fastest growing industries in Tom Green County include Physicians offices (Microsoft certifications). Office and Administrative Support ranked fourth in fastest growing occupations. Both of these would recognize Microsoft certifications. Hospitality and Tourism (Food Service) was the top industry in growth, expected to increase by 48% by 2026.

The Texas Workforce Commission (TWC) listed Welders, Cutters, Solderers and Brazers; Medical Assistants, Secretaries and Administrative Assistants; Bookkeeping; Accounting and Auditing Clerks; Agricultural and Food Science Technicians; First-Line Supervisors of Food Preparations and Serving Workers; Food Service Managers; Graphic Designers; and First-line Supervisors of Office and Administrative Workers among the Statewide Targeted Occupations for 2018. In addition, the TWC Report on Texas Growth Occupations for 2018 included Welders, Cutters, Solderers and Brazers (estimated to increase by 21.4% by 2026); First-Line Supervisors of Food Preparation and Serving Workers (27.3% by 2026); First-Line Supervisors of Office and Administrative Support Workers (16.6% by 2026); Accountants and Auditors (20.2% by 2026); Chefs and Head Cooks (23.1% by 2026); and Food Service Manager (24.7%) as being among the occupations most expected to grow. On the same report, Microsoft Office, Microsoft PowerPoint and Technical Support were listed as "hard skills".

The 2018 Economy Overview Report for Tom Green County, compiled by the CVWDB, lists Restaurants and Other Eating Places as one of the top three industries for 2018. Manufacturing and Construction (welding) ranked sixth and seventh, respectively, on the same list. With the exception of Manufacturing, all ranked well above the National average. Also, Accommodation and Food Services ranked second in Top Growing Industries, while Construction ranked fourth, followed by Finance and Insurance. The Microsoft certifications would certainly enhance chances of being hired in the Finance and Insurance Industry. Mining, Quarrying and Oil and Gas Extraction outranked all other industries by a large margin on the Industry IQ scale. This scale is a way of quantifying how "concentrated" an industry is in a region compared to larger geographic areas. The welding certifications would greatly aid employment in this industry.

According to the Bureau of Labor Statistics (BLS), Texas ranked fourth in the most needs for Graphic Designers stating, "Graphic designers are expected to face strong competition for available positions. Many talented individuals are attracted to (these careers). Prospects will be better for applicants who keep up with the latest design trends, technologies and techniques."

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.

We desire to give our students a marked advantage when seeking employment. We have many students that enter the workforce immediately upon graduation from school or before. By starting with a marketable certification, they can begin at above minimum wage and have a higher likelihood of advancement within their chosen profession. Students who are currently enrolled in a CTE program of study have not been able to secure recognition for having studied and passed the courses. Certifications can be added to resumes and will greatly enhance student success when applying for jobs. We have estimated 135 students will receive certifications during the first year.

All of our instructors are qualified to teach and administer certification exams; however, all are in need of additional professional development to fully prepare students for testing. Our culinary arts and agriculture science (welding) teachers require certification in their respective areas in order to administer exams; the others do not. By undergoing advanced professional development, they will increase their knowledge base and effectiveness in the classroom. This will not only benefit those who are enrolled in certified courses, but also those who are enrolled in other courses taught by the teacher.

Becoming a testing site for Microsoft Office and Adobe certification courses would not only benefit our students who may not have ready transportation to go to another site to test, but also to other schools within our region. The only other testing sites in the Region 15 service area at present are Miles ISD, Nueces Canyon ISD and Winters ISD. The Region Center tests, but the room is available on a limited basis. Two Grape Creek teachers would be able to test approximately 95 students taking one or multiple examinations in this area.

Grape Creek ISD is already a ServSafe Food Manager and Food Handler certification site. Our instructor is certified to teach and test in this area. This area would be expanded by becoming a regional testing site, therefore benefiting additional students.

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

To eliminate any economic barriers to students, the tests will be purchased by the school, using these grant funds, and offered without cost to students who are deemed ready to test by the instructor. Because of our high population of students that are recognized as economically disadvantaged, we see the opportunity to fund tests as one of the most appealing and beneficial elements that can be offered through this grant. This advantage by itself can make a world of difference to our students.

Students who come to our facility to test from outside of our district will be required to purchase their tests and either bring them to our site or have a voucher ready to use once they arrive on our campus.

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

We introduced ServSafe Food Handlers as part of the 2018-2019 Culinary Arts class. It is not a state-approved, industry-based certification; however, by using this curriculum, we are able to view passing rates and determine how students best learned the materials. We had a 73% passing rate on the test this year. Six of our students failed the exam by one question.

Our welding classes are well-established and students are active in metal fabrication competitions, completing many on-site welding projects throughout the year. Our Agriculture Science teacher has a network of teachers from area school districts who collaborate on best practices and sharing information.

All hardware and necessary infrastructure is in place for students to train and to use in preparing for testing in all subject areas.

Most of our instructors have experience in their respective teaching assignments. For instance, our Audio/Visual teacher came to us from our local news station where he was worked in Production and Engineering with broadcasting cameras and audio for a live newscast show. The business instructor holds a Bachelor of Arts in Accounting degree. Our Family and Consumer Science teacher began teaching this subject over 15 years ago. She has been leading our Culinary Arts classes over the past couple of years and is certified to give the ServSafe examinations. Our Agriculture Science Teacher, who is teaching Ag Mechanics and Metal Fabrication, began welding while in high school and continued with welding classes throughout college while working on his teaching degree. He has led many students to advanced competitions in metal fabrication.

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.

Through this grant, we are addressing three components we feel will under-gird a successful certification program: highly-trained instructors, on-site testing and exams offered at no cost to the students. This grant allows purchase of non-consumables that will further allow our students to become successful. Over 60% of our district's students are classified as low socio-economic. Having the proper study materials is one of the biggest hurdles Grape Creek students face in passing the industry-based certification tests. Further training our teachers in their specified areas and providing sufficient non-consumables will ensure students have the necessary instruction to adequately prepare them for taking the difficult industry-based tests.

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

We have great support from the Region XV Education Service Center and its CTE support personnel. In addition, our college field trips are predominately CTE-based. These are designed to expose students to post-graduation CTE opportunities.

Grape Creek High School collaborates with the Concho Valley Workforce Development Board for the ACT National Career Readiness Certification (NCRC) program, a nationally recognized program that pairs employers' support with assessments of employees and job seekers. We participate in this program by administering student assessments which earns each one a National Career Readiness Certification.

Our Agriculture Science teacher attended the welding instructor classes offered by Region 15 Education Service Center. He has built close partnerships with Rich Depue, one of only 300 senior certified welding instructors in the world, and is able to contact him for assistance and/or advice. ServSafe Food Manager allows students enrolled in culinary arts to take management positions their senior year of high school or upon graduation. Those wishing to enter post-secondary education in the field will not have to repeat the class or testing at the university level for some universities if they have passed a national exam that is recognized by the Conference for Food Protection as a graduation requirement. The certifications we offer meet that requirement. As examples, Texas State Technical College's Department of Culinary Arts will award 2 credits for CHEF1205 – Sanitation and Safety. Since the certifications are good for four years, the students are not required to duplicate the class or take the certification exam. Johnson & Wales University's Culinary Arts Department will award 1.5 credits for FSM1065 – Food Safety and Sanitation Management.

We have a College, Career, Military Readiness Coordinator who spends much of her time working with students who will enter the workforce before or after graduation and who will enter a technical college upon graduation. There are many collaborators who work with her including William Garcia with the ASVAB Career Exploration Program and Dr. Mike Salisbury and Corey Owens with Angelo State University's Management, Instruction and Research Ranch. She also collaborates with those who have conducted recruitment presentations and tours of various colleges including Lincoln College of Technology, Texas State Technical College, Auguste Escoffier School of Culinary Arts, Howard College, Universal Technical Institute and Western Texas College.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

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"/>
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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)	
Study Materials (ServSafe Book/Scantron Bundle, Instructional DVD, Materials on USB)	\$2,975
User Licenses (MOS 300 User License Full Suite; ACA Classroom License - all includes tests)	\$8,939
Tests (Welding Tests)	\$1,280

OTHER OPERATING COSTS (6400)	
Texas Computer Education Association (TCEA) Convention (ACA Classroom instructor)	\$1,095
Hospitality Educators Association of Texas (HEAT) Conference	\$1,357
Family and Consumer Science Teachers Association of TX Professional Development Conference	\$1,778

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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