



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

NOGA ID

Authorizing Legislation

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

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

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



Grant period from

Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

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

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

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

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.

2019-19-104 284 701-19-104-060

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
The top prioritized need determined by the DIT for Jacksboro ISD was: Reading	Reading is a lifelong endeavor that students are reluctant to engage unless there is an interest in the subject. The carpentry resources and Project Books are full of instructions and idea that must be read in order to complete the projects. This type of reading will be beneficial to the students that are involved in this program as it provides an interest to students to encourage reading.
The second prioritized need determined by the DIT for Jacksboro ISD was: Writing	Whether writing ideas, solutions, or keeping up with information, the carpentry program and the nursing program will require writing that will be valuable to the students that are in these programs. Vocabulary used for each of the skilled trades will increase as job specific terms will be incorporated into the writing.
The third prioritized need determined by the DIT for Jacksboro ISD was: 21st Century Workforce and CTE	In the District Improvement Plan, this area would be in direct correlation to have a direct impact. The goal is to increase CTE participation and increase awareness of 21st Century Workforce trends. The ability to add these programs will significantly impact this goal.

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.

The goal at Jacksboro High School is to have 65% of students obtaining a point in the CCMR State Accountability system for the 2020 graduating class. Most students will obtain a point through the College Readiness standards. Although the school provides all students the opportunity to receive industrial certifications, the school is targeting students that are unable to receive CCMR credit in other areas.
 SMART Goal: The high school will have 10% of the graduating class of 2020, not receiving a point in TSI or other CCMR Accountability areas, receive a CCMR point by obtaining an industry certification in the Health Science, Architecture and Construction, or Agriculture Science Cluster.

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

The high school has already began work on identifying students at all grade classifications as to the earning of a CCMR Accountability point. Students not receiving a CCMR point through the College Readiness standards will be identified and encouraged to take courses that lead to an industrial certification.

During the first week of school, schedules will be looked at to see if students not having a CCMR point are appropriately placed. The NCCER Core Curriculum will be followed for Industrial Certification.

Student schedules will be monitored for the prerequisite courses for the CNA program.

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

Students taking the Core Curriculum will need to complete skills testing as well as written exams. Students pass rates on written exams and skill tests will be monitored.

The school will seek to become a testing site for CNA Certification. The school will continue to partner with Weatherford College and Faith Community Nursing and Rehab for CNA program requirements.

Third-Quarter Benchmark

Students in the Health Science cluster will begin the semester course of Certified Nursing Aide (CNA) for industrial certification. Drug testing will need to be administered to students in order for students to qualify for entry into the nursing facility to complete the clinical experience requirements.

The NCCER Core Curriculum including written exams and skill testing should be complete during the 3rd benchmark. Any retesting will be administered during this time to complete student certifications. All paperwork for NCCER certification will be completed and turned in to the NCCER ATS/AAC, Region 9 contact.

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 project Goal is to have students that would not meet the requirements of CCMR State Accountability through the College or Military Readiness standard to have an opportunity to acquire an industrial certification. When looking at our current CCMR data, 40% of our 2016 graduating class obtained a CCMR point. Our goal is for 65% of our 2020 graduating class to obtain a CCMR point. This goal will require about 10% of each class to obtain an industrial certification.

In order to meet this goal, students will need to be identified as they obtain a CCMR point, a spreadsheet has been created. Students that have not met the college readiness standard through dual credit, passing the combination of ACT/SAT/TSI, or obtain a point through completion of Advance Placement will be identified as potential candidates for industrial certification. Identified students will be encouraged to seek industrial certification with schedules being monitored the first week of school. Students taking courses aligned with industrial certification will be monitored for achieving successful results on knowledge based exams and skill assessments. Adjustments will be made for accelerated instruction, tutorial, and hands on modeling for students in need.

Sustainability is a result of teachers and administration ensuring that the work and effort to begin the program is achieved. Although there is still a lot of work to be done, systems and equipment are in place with the help of the previous Reserve Grant. The school is seeking additional funds to help the sustainability of the programs by developing our CNA Lab into a certified testing site, and to purchase material and supplies for construction activities that can be displayed that lead to student interest. Student interest is the driving force behind any sustained program. When looking at employment trends for Health care professionals and skilled tradesman, there is a need at the local, state, and national level. Bringing these programs into our school has been met with positive feedback from businesses as well as the community organizations.

Please award the funding requested for these areas.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

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

Not Applicable

TEA Program Requirements

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

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

Not Applicable

TEA Program Requirements

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

Not Applicable

TEA Program Requirements

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

Not Applicable

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

Not Applicable

TEA Program Requirements

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

There are multiple answers to this question as the project identified the high-demand occupations through a variety of sources. There have been conversations about the need for trade labor among the trade industry and educators as the demand for these positions have been growing. Course offerings under the Ag Sciences Cluster changed several years ago ending a course that taught basic awareness of the skilled trades. A Jacksboro Ag Science teacher approached district administration about looking at TEKS in a variety of courses in order to create an opportunity to once again teach a course of these basic skills to grow interest in the industry.

A Channel 5 news broadcast out of DFW reported that the housing market costs were increasing due to a shortage of trade labor. Finding skilled labor has become so difficult that contractors are approaching employees from other jobsites enticing them with pay rate increases to leave their current employment. This has lengthen the time of completion for house construction on the average of 3 months, thus increasing the cost to complete the project. The commercial industry has an even greater need for skilled labor.

District administration was encouraged by the information released by TEA of the Carl Perkins Reserve Grant opportunity and investigated the high-demand occupations on Texas Career Check at www.texascareercheck.com for Region 3, North Texas, for the Jacksboro area. As suspected, Health care professionals, Carpenters, Electricians, Plumbers, and HVAC services were among the top 25 occupations projected to see significant increase over the next 10 years. District administration then visited with Jacksboro Economic Development Board chair, Lyda Pack. Mrs. Pack also sits on the Workforce Commissioner board, North Region, in Wichita Falls. She confirmed the shortage found in the Texas Career Check documents with information found by the Workforce Commission.

Certified Nursing Aid (CNA) Certification. The school district visited with Tracy Butler, CNA Program coordinator with Weatherford College. She stated there were three areas of concern: finding instructors to come to Jacksboro, having 6-10 students interested in the certification, and finding a nursing facility for the field experience. Jacksboro's school nurse, Taylor Martin met the requirements by the state to teach the course through Weatherford College, and the school's District of Innovation Plan allowed her to teach without a Bachelors. The school district visited with Steve Qualls, Administrator, with Faith Community to seek partnership with his organization in which students could receive clinical experience for CNA Certification. He was elated to partner with the school as he was experiencing difficulty in finding employees with CNA Certification. The school had 8 students sign up for the 1st time offering. The school would like to obtain a state certified lab for onsite testing in the 2019-2020 school year in which additional equipment may be needed.

There is a local, state, and national need for skilled trades. Because of the numerous certifications that could be obtained through NCCER, the school contacted the NCCER contact at Region 9, Michael Chapman. The school has had four staff members go through the Instructor Craft Training Program (ICTP) in order to certify students through the NCCER curriculum process. The basic course begins with the Core Curriculum which is comprised of 9 Unit exams for knowledge base and 7 performance evaluations of skills. Other trade certifications can be obtained, but Core Curriculum certification is a prerequisite for the other certifications. Although the school has purchased the Core Curriculum textbooks and materials, the school is in need of material and supplies for the activities that would support skill development for the performance evaluations.

The school has partnered with the City of Jacksboro in order for the school to construct cabins at the City Lake. The supplies and materials would allow students to completely build a structure (Cabin) that would include foundational, electrical, plumbing, and A/C-heat systems. This would help build interest by the community and students to sustain the program.

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.

In order to develop the project, our beginning goal is to reach 20 students, 7% of the high school student body, through the these programs. With this number of students, the school will easily be able to collect data and compare the results with the overall student population as well as subgroups. The school will collect data on the number of students being served, including each student's gender and ethnicity. T he school will also collect the activities and opportunities that the program students receive, grades for each student before and during the program, state testing results, and attendance rate of each student before and during the program.

The benefits of students receiving an industrial certification is determined by the student. A student that receives a CNA certification can obtain many jobs that an uncertified student would not be able to apply for. Many college nursing programs require the CNA certification in order to apply for admission into the nursing program. The school is moving to obtain a site licenses in order for students to use our CNA lab to obtain skill certification. Paperwork for the state will need to be completed and any additional equipment required for the lab will need to be obtained. Currently the school would need to bus students 30 miles away to Bridgeport to complete the lab skill certification requirements. All students completing the program over the years would benefit from practicing in the facility that the actual testing would occur. A sense of familiarity as well as comfort would increase the rate of passing.

I believe the NCCER Core Curriculum certification will only grow in time. When seeking a job in the construction industry, many contractors are currently unaware of NCCER certification. When you consider the number of businesses 10 years ago that were using Office Microsoft products (Word and Excel) and never heard of Google (Docs and sheets), a great turnaround is in progress today. Many businesses are going to Google as more students that used these products in schools has only increased. I believe the same will occur with NCCER certification as more and more students in the skilled trade areas obtain certification, the awareness of the certifications will only grow in the industry.

Knowing the goals and objectives of the project as well as the checkpoints or milestones will enable the school to monitor and evaluate the completion or achievements of the project delivery to ensure that the project is on schedule and that grant funds are being maximized. Problems can be discovered by failure of a checkpoint or milestone to be completed. A data inquiry as described above will be performed as to the reasons for the delay or failure to determine circumstances that resulted in the failure. There are uncontrollable situations that can cause delays, such as bad weather for completing construction or contractor issues, and there are school system failures that can be controlled or corrected, such as not ordering equipment in a timely manner. Through the HRS system, reliability is established by communicating beforehand and to correct inconsistencies before system wide failures occur.

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

If one was to look at our CCMR State Accountability results, one would not find anyone to have obtained an Industrial Certification. With that being stated, the school has currently 8 students enrolled in the CNA program and 8 students in the Carpentry/Cabinetmaking course. The CNA program requires tuition to be paid to Weatherford College. This tuition also include fees for clothing, curriculum books, and of course the state certification exam. Weatherford College has an application process to waive tuition based on FAFSA and family information. Although six applied for the waiver, four of the students received the waiver from Weatherford College. The students not receiving the waiver, submitted an application to the high school principal and received a partial scholarship. Our current philosophy is that students should have "skin" in the game in order for each student to be more committed to obtain certification. The school currently pays for the drug testing that is required of the students.

With the Reserve Grant for 2019-2020, the school would pay for the tuition for each student that does not receive a waiver from Weatherford College in order to obtain measurable data as to the success rate of receiving the CNA certification. The school would compare the data with data that will be recorded this year as to the number of students receiving CNA certification that had "skin" in the game with results from the 2019-2020 students that received CNA certification with no "skin" in the game. If there is no measurable or significant difference, the school will pay for the tuition for those that did not qualify for a waiver in the future.

The NCCER Core Curriculum Certification does not have a state exam fee as it is a program of multiple knowledge based exams and performance testing that must be administered by a NCCER certified craftsman. The school currently has four staff members with such NCCER certification.

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

The high school has already set in place many factors that will lead to the continual success and development of these programs. The school received the Perkins Reserve Grant last year and with a matching contribution was able to purchase equipment necessary for the development of courses. For the CNA program, the school was able to partner with Weatherford College in order to supply the curriculum for the CNA course. The school's nurse had the credentials necessary to teach the course, but is only able to do so through the school's District of Innovation as the school nurse does not have a bachelor's degree. The school has partnered with a local nursing facility, Faith Community Nursing and Rehab, in order to complete the 40 hour clinical experience necessary for the CNA Program. The school would like to move the program forward by equipping a CNA lab that is certified as a testing site during the 2019-2020 school year.

For the NCCER Core Curriculum industrial certification, the school has four staff members that have received the NCCER training to become certified instructors this school year. Through the use of Reserve Grant and Matching fund, the school has purchased and installed machinery for Carpentry and Cabinetmaking courses. The school has also purchased a classroom set of the NCCER Core Curriculum textbooks necessary for the Industrial Certification. If awarded the grant funds being requested, the school would purchase material and supplies necessary for activities that offer on the job experience and skill development. The school would purchase supplies and material to build cabins in order to give students an opportunity to fully see the construction of a building with foundational, electrical, water, and heating systems. The school believes that once constructed, support from the community would generate funds for future projects.

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.

There are measures already in place that will lead to the success of the programs. The CNA program utilizes the school nurse as the instructor. The nurse is embedded in the community and is passionate about the success of her students. Although the school is offering the course for the first time this year, she has demonstrated that she is passionate for her students to develop the knowledge and skills necessary to pass the state certification exam. She is staying prepared and is organizing activities such as drug testing to ensure that her students are ready for the next phase of practical clinical experience that requires passing of a drug test.

Students are given quizzes and checkpoint exams to check for understanding before being given the required tests in which an 80 average is required for passing. Students are given feedback and accelerated instruction on knowledge based tests, and are given hands on training and modeling on skill development.

The nurse is exploring opportunities and pathways for the school to have a CNA lab that is able to become an approved testing site. This will eliminate the need for busing of students to Bridgeport for the required testing. It will also allow our students the comfort and familiarity of completing the testing where each student has practiced the clinical skills.

As stated above, the school has had four staff members obtain NCCER Instructional certification. For student certification, students must pass 9 knowledge based assessments and complete 7 skill based assessments. Students are allowed additional opportunities to pass a test if the student failed an exam. Instructors will provide feedback and accelerated instruction to all students that fail an exam.

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

Jacksboro High School has partnered with:
Weatherford College serves as the CNA program coordinator. Jacksboro students register through Weatherford College to take the CNA course. The school nurse has met the requirements to teach the course through Weatherford College. Through our District of Innovation plan, Mrs Martin is able to teach the course without a bachelor's degree.

Faith Community Nursing and Rehab is our local nursing facility that has met state standards for our students to be able to obtain the required clinical experience for the CNA Program. Faith Community Nursing and Rehab also is a business that is often looking for CNA certified employees.

The City of Jacksboro has partnered with the school to allow cabins to be constructed by our Carpentry program to place at the City Lake. This will allow our students to develop their carpentry and construction skills while providing a service that can be seen for years to come to help build the program.

The Chamber of Commerce and Workforce Development has partnered with the school to provide research and information on Workforce trends. I have also attached a link to a story that was placed in the FDI Alliance International, Winter Interactive Issue 2019 concerning the partnership with our local Chamber of Commerce and Workforce Solutions. <http://anyflip.com/bnxu/zkyl/>

Jacksboro has also partnered with NTx Carpenters and Millworkers in Arlington to serve as a direct pathway for students interested in pursuing a career as a Journeyman Carpenter or Millworker. Their organization is an apprenticeship program that is unionized and serves as a company that finds employment for skilled tradesman.

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" value="0"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Drug testing and Industrial Certification exams	<input type="text" value="\$3,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Materials and supplies for building activities leading to skill development	<input type="text" value="\$24,000"/>
Equipment and supplies for a CNA lab that is and approved state certified testing site	<input type="text" value="\$3,000"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

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

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

[Empty box for describing changes]

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

[Empty box for describing changes]

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

[Empty box for describing changes]