



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

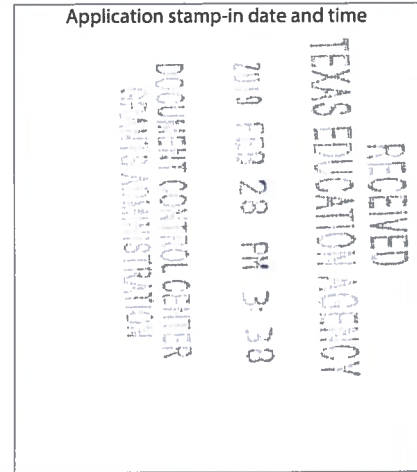
NOGA ID [Redacted]

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 Miller Grove ISD CDN 112907 Vendor ID 1751613618 ESC 08 DUNS 193070927
 Address 7819 FM 275 South City Cumby ZIP 75433 Phone 9034593288
 Primary Contact Emma Hudson Email ehudson@mgisd.net Phone 9034593288
 Secondary Contact Gary Billingsley Email gbillingsley@mgisd.net Phone 9034593288

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 Steve Johnson Title Superintendent

Email sjohnson@mgisd.net Phone 9034593288

Signature *Steve Johnson* Date 02/26/2019

Grant Writer Name Emma Hudson Signature *Emma Hudson* Date 02/26/2019

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

2190-010411

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
More Career and Technology certifications and courses needed at Miller Grove School to better prepare our students for the workforce. Over half of our students will enter the workforce instead of a 4 year university. We must prepare them for THEIR future.	With the help of the Perkins Reserve Grant Funds, Miller Grove ISD will offer Career and Technical Cluster programs to all high students with the plans of graduating with a skills/ knowledge and certificate in a particular area, such as: Floral Design, Tradesman-Electrical, Welding, Construction, etc.. These are all high demand certifications in our regional area.
In order to provide the most up-to-date curriculum to prepare our students for the ever-changing work-force needs, the facilities, materials, devices, and equipment need to be in-line with what is currently being used.	To research and interview companies in the certification areas to ensure that all items used are not out-dated or obsolete. The curriculum being used is also of the utmost importance to make sure it is aligned with the TEKS of the classroom as well as the needs of the workforce and certifications.
The education-employment gap means educators need to be trained to prepare students for a workforce that desperately needs them and to provide opportunities to learn from individuals working in area.	MG ISD will work diligently to prepare all students for their future by investing in their future through diversified programs to meet their diversified needs. Faculty will receive current trainings to better prepare them for the cultural rebuild by offering job-oriented courses that are geared for the fast-growing employment.

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.

Miller Grove ISD will graduate students that hold a certificate in a high demand area that enables them to be better prepared for the workforce needs and allow them to obtain a higher paying entry level position in the regional areas. The purpose is not only to better our students/schools, but also the community/businesses surrounding us as a way to give back.

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

An ambitious vision does not ensure success and thus the need for benchmarking. All benchmarks should begin with a good understanding of not only the program intentions (internal analysis) but also its environment (external analysis). The benchmarks will be a measurement system to both steer and strengthen the program by providing a concrete definition of what success should be; guide the selection of priority tasks and next steps in the process; recognize progress in teaching practice and institutional designs that lay the groundwork for improved student outcomes; and establish clear roles/ responsibilities for school, district, business, and community partners, and mutual accountability for successful results.

1) Establish Key Performance Indicators, 2) Set up monitoring and measurement systems, 3) Collect and record data, 4) Data analysis, and finally 4) Use information for reporting, improvement and adjustment. Areas-See Second Quarter on next page

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

1) Establish Key Performance Indicators, 2) Set up monitoring and measurement systems, 3) Collect and record data, 4) Data analysis, and finally 4) Use information for reporting, improvement and adjustment.

Areas-Number of student in program; certificate completion, passing rates, certificate percentage completion, professional development hours, assessment of equipment; classroom observations; interviews with students/surveys, parents, faculty/ staff, and any outside partners involved in the program; research in the changing trends of the workforce needs; and research in equipment being used in the particular fields

Third-Quarter Benchmark

1) Establish Key Performance Indicators, 2) Set up monitoring and measurement systems, 3) Collect and record data, 4) Data analysis, and finally 4) Use information for reporting, improvement and adjustment.

Areas-Number of student in program; certificate completion, passing rates, certificate percentage completion, professional development hours, assessment of equipment; classroom observations; interviews with students/surveys, parents, faculty/ staff, and any outside partners involved in the program; research in the changing trends of the workforce needs; and research in equipment being used in the particular fields. Also by now there should be graduation rates and employment rates to benchmark to see if the program is providing for more students to enter into the workforce at higher entry level employment positions as well as if the students are entering into the positions with the skills the employers are looking for.

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 evaluation method will be goal-based as the program has a predetermined SMART goal that it is designed to be achieved. In order to ensure the correct modifications are made the following questions must be addressed first: 1) what is the status of the program's process towards achieving the goal; 2) are the time-lines specified and will the goals be achieved by the time-lines; 3) do personnel have adequate resources (money, equipment, facilities, training, etc.); 4) how should priorities be changed to put more emphasis on achieving the goal; and 5) should time-lines be changes-but be careful before making these time-line changes, by making sure it is not due to lack of commitment. The benchmarking and evaluation process need to be completed by those involved in the programming as well as a committee that must be designed to depict an accurate representation of those involved or having interest in the certification programs.

As with all good plans, there is inevitability something that needs to be modified or changed at each benchmarking period. Sometimes these changes may be minor and some times they may be greater in magnitude. It is of the utmost importance that the project director be visible, know what is going on at the program, and be in-tune to the needs of the workforce. Adaptation is a constant process and all parties willing to make changes as needed to ensure success of the programs which in turn will allow success of the SMART goal. Each benchmark result must be reported and placed in a summary chart allowing the monitoring committee to evaluate each of the benchmarks as compared to the level of expectation for that specific benchmark. In order to know when to make changes, setting a baseline is essential to determining the extent to which a program is successful. Without a baseline it is not possible to determine whether something is effective. One important component in measuring the baseline is to do so before beginning the implementation. This way, evaluation is a program activity that is part of your overall program plan, not an after-the-fact analysis. If there is a variance from the predetermined baseline then the committee must decide each quarter what or if changes need to be made. The variance from the baseline will determine what and when changes need to be made. The baseline will also need to be tested each quarter to make sure it is still at a level necessary for the success. There is no use comparing to an out-dated baseline!

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-Focus Area 2 Applicant

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.

NA-Focus Area 2 Applicant

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-Focus Area 2 Applicant

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-Focus Area 2 Applicant

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-Focus Area 2 Applicant

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.

Miller Grove ISD is most definitely located in a rural area. Miller Grove is an unincorporated town in Hopkins County and has a population of 115 at the last census. Miller Grove ISD is a 1A school with 178 students Pk-5th and 152 students 6-12th for a total of 328 students. Many of the students live outside of the unincorporated town, but within our school district, due to limited housing. Most of the town is farm land, which is the main occupation of the residents. There are however a few other types of occupations, such as Healthcare Providers 5.32%, Repair/Maintenance 10.6%, Construction 7.9%, and Fire Fighter 1.9%. Overall, 51.7% of Miller Grove residents are employed by the labor force and the overall median household income is \$49,500, the Texas median is \$51,900. (Statisticalatlas-<https://statisticalatlas.com>).

In deciding what kind of programs to provide to our students there were several factors that were considered. First, the students were surveyed to find out what they want to learn or become certified in. No matter what the occupational trends may be, if it is not what the students are interested in the program will not survive. Second, Workforce Solutions of Northeast Texas was contacted to find out what occupations are in the greatest demand in our area. For the most part, most occupations are in demand in all areas, but some are more location specific. Third, institutions of higher education, industry partners, business owners, and trained personnel in our area were researched and contacted to gain their opinions or availability to help with the programs that would be implemented if the grant was awarded. Finally, all of the above data was compiled to make an informed decision as to what programs/certifications would be the most appropriate for our students, district, and rural area. In order to meet the needs of more than just a select few students by only offering one or two programs, school officials and community/industry personnel made the decision to offer a handful of certification opportunities that would be the best opportunity for all students interested. This project will provide additional high quality CTE program to Miller Grove rural students and lead to improved employment opportunities and additional postsecondary options for the students. In line with the professions located in our areas and surrounding areas, the survey results showed an overwhelming population of 95% that would like to see the welding, construction, all trades certifications. Therefore, the certifications we will offer will be: AWS D1, AWS D9, and AWS Sense Welding level 1.

We would love to choose many different industry certifications, but we have to be realistic. The welding certifications are an area that not only our students are interested in, but also an area of high demand. Robb Misso President of Dynamic Manufacturing Solutions in Northeast Austin, said he would hire 15 more welders immediately and other companies want even more. The problem is there aren't enough welders to meet the demand across Central Texas, even though Austin Community College, one of the main institutions in the area that trains them, had one of the largest enrollments in the program's history in the spring — about 450 students. The college constantly puts students on waiting lists for classes in the welding program, which takes 1 1/2 to two years to complete. According to Texas Workforce Solutions, Central Texas welding jobs will increase 20 percent over the next five years. Texas has been called the welding jobs capital of the United States and it is not hard to see why. Texas has the highest level of employment than any other state. In fact, Houston has the highest level of employment of welders in a Metropolitan area. There are many industries to pick from, including industrial manufacturing, automotive welding, pipeline welding, ship and boat building, and architectural welding. Texas welders earn an annual wage of \$43,580, which is above the national average. The U.S. Bureau of Labor Statistics reports that the need for welders is expected to grow by 26 percent by 2020. This makes welding one of the fastest growing professions in America. The growing demand for welders has caused many jobseekers to consider a career in welding for a few reasons. The welding industry offers higher than average starting pay, good benefits and a bright future.

We feel that by offering our students the welding certifications, it will open the door for many different welding jobs in several areas not just Texas.

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.

Our world is ever changing and the shift of emphasis is moving towards preparing our students for the "work world". According to the National Center for Educational Statistics (NCES), 69.2% of students who graduated from high school in 2017 attended college in the Fall. That means that 30.8% did not attend college and it is our job as educators to prepare them for what lies ahead of them. This seems to be a greater trend in the rural areas than the urban. According the to USDA only 50% of students receive a high degree as compared to 62% in the urban areas. Rural areas need assistance to help the students be better prepared for the working world, which in turn, Miller Grove ISD feels will give the knowledge and boost of confidence that they need to obtain a higher education, higher-level certifications, and better paying jobs. It is important that these programs present a level of rigor that will be seen postsecondary. A Tradesman program would be implemented to help students graduate with certificates that would allow them to enter the work world better prepared and educated. It would also eliminate the need for them to be trained as beginners by their future employers and therefore could be hired and begin working immediately with the knowledge needed to take to a higher level and gain more skills and pay. Students would enter the architecture/construction or agricultural pathway for CTE. They would take the principles course in the areas of interest and move towards the more advanced course with certification completion in the area(s) of study they are interested in.

Without such grant funding, the students nor Miller Grove ISD has the extra funds to pay for the certification tests or the resources to prepare them for such. We are located in a rural area that has no local businesses and the closest town is at least 15 minutes away. The towns close to us are also not very large cities. It is not economically feasible nor time efficient to have our students travel to other area schools to receive instruction in any subject field. The drive time would eliminate much of the class time and prevent students from taking other needed courses. For this year reason, we would like to have our teacher become certified in the industry based certifications so that they can provide instruction and test the students. This program would involve approximately 25-30 of the 83 9th-12th grade students. Without the opportunity to receive these certificates, most of these students would not be able to do this on their own and would definitely not be able to enter the work world in the position that they could. For some this would mean the first person in their household to hold a certificate and have the chance to enter into an employment field with an advantage above others and already making more money than some of their parents. This opportunity would be tremendous for not only the students and the school, but also be blessing to their families and the student's future family. Any time a student can leave high school and be better prepared for their future, is a positive factor for our society.

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

The students will complete all the necessary course work before they are approved to take any certification tests. Once the student is approved for the certification test, they will be allowed to take only the approved test. Since the school district has not ever paid for these certification tests before, it will utilize the grant funds to off-set the cost of each of the exams.

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

Miller Grove ISD has a energetic teacher who is eager to learn and teach the students what is needed in the work world. He is a teacher that has worked in the industry and knows how the welding industry functions. To us that is an important factor in teaching the students about the industry. There is much more for the student to learn than just the certifications. He is also ex-military personnel who teaches strong work ethic, morals, values, trust, and to always do what is expected of you on a daily basis. The teacher is one of the most important factors in making this program succeed. He is also willing to be a life-long learner and continue to learn and stay current on all the industry changes. The school board has also been given a presentation of this possible grant and the members are all very supportive as are the school administrators. We have also purchased much of the needed up to date equipment for the learning environment. These items have been purchased over the past few years as the previous equipment was very outdated. The primary responsibility of state educators is to their students, so the focus of policy regarding industry and work readiness certification should be meeting their educational needs. Students need meaningful opportunities to experience real-world applications of their academic and CTE learning, and to build the life and work skills that will help them succeed in academics and the workplace. The requirements for industry or work readiness certificates can be useful tools for ensuring that students get these opportunities and preparation and guidance regarding industry or other certifications that can help them meet career goals. The students/parents and community/businesses also learned a lot about the possible grant funding and all stakeholders believe it would be a huge benefit to our district. Stakeholder buy-in in a must for a successful program!

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.

Maintain a hands on approach with visibility as a priority. Utilize the benchmarking data that is performed each quarter and adjust as needed. A practice exam will also be given at certain intervals to assess progress and remediate as needed. The program will provide ample opportunities for schools to practice and prepare for the exam. Repetition is key to learning in many industry areas and welding is definitely one of those areas. The more a person does something, the better they get at doing it. The program must be geared for success and the students must have a voice and buy-in.

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

We currently have a contract and close relationship with Paris Junior College and Kulp Steele. Both of these organizations have helped us in the past to better prepare our students for the industry. We have maintained ties with both organizations to ensure future success in other similar programs. Paris Junior College is currently our dual credit provider and has also offered to help us in seeking an avenue to certify our Agricultural teacher so that he will be able to offer certification opportunities for our students. We have also spoken with several businesses in many different Texas areas to gain their input as to what is needed in the industrial world.

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

Instructor assistant	\$2,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development of Instructor	\$1,500
Industry Liaison	\$5,000

SUPPLIES AND MATERIALS (6300)

Curriculum	\$4,500
Non-Consumable Instructional Materials	\$9,000
Certification Material	\$1,500

OTHER OPERATING COSTS (6400)

Data Collection and Industry Analysis	\$1,000
Professional Certification-Instructor	\$1,000
Travel Expense for Instructor/Certification	\$1,000

CAPITAL OUTLAY (6600)

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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