



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

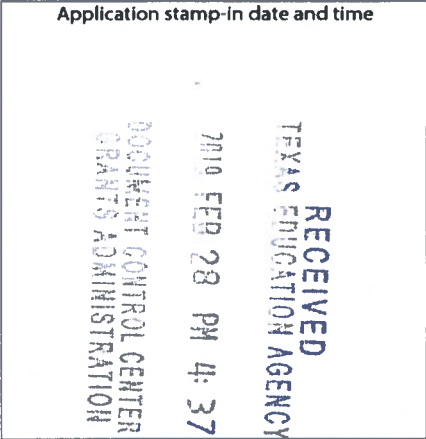
NOGA ID [REDACTED]

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 **San Benito CISD** CDN **031912** Vendor ID **1746002224** ESC **1** DUNS **083137463**
 Address **240 North Crocketta** City **San Benito** ZIP **78586** Phone **956-361-6574**
 Primary Contact **Rolando Guerra, CTE Director** Email **rguerra@sbcisd.net** Phone **956-361-6500**
 Secondary Contact **Hilda G. Rendon, Assistant** Email **hgrendon@sbcisd.net** Phone **956-361-6569**

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 **Dr. Nate Carman** Title **Superintendent of Schools**

Email **ncarman@sbcisd.net** Phone **956-361-6110**

Signature *Nate Carman EdD* Date **02/26/2019**

Grant Writer Name **Rolando Guerra** Signature *R Guerra* Date **02/26/19**

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

2019 02/26

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
Expand the current Welding program to allow for CTE needs of the community to be met.	Expanding the current SBCISD (San Benito Consolidated ISD) program to allow for expanded industrial certification program to better meet the community needs of our students. The Workforce Solutions Cameron is the board for our school and has has welding as high needs high wage career pathway. (https://www.wfscameron.org/)
Work with the Workforce Solutions Cameron board to increase the three partnering schools districts to meet high needs high wage occupations.	Our focus 2 program to expand the current welding programs of our school district and certification awarding partner to better meet student needs. Texas Southmost College - TSC - (http://www.tsc.edu/) is being used to obtain industry certifications and/or dual credits.
Staff development to increase the knowledge level, training, and certification level of the staff to meet the CTE goals of this grant while linking to our students' families.	The CTE (Career and Technology Education) partners along with parents will be linked. The parents will be prepared to be their child's first teacher and have a better understanding of how they can effectively support their child's post-secondary education and career choice. (Winton, 2010)

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.

To have enrollment increase in welding courses by 2019/20 increase by 10%. To maintain qualifications of staff to provide CTE certification/dual-credit programs. Starting 7/1/19 bidding for welding program items to allow expansion of welding for 2019/20 school year. Starting with 2020 CTE meetings to have 2 new Advisory Board members to increase our school's ability to have CTE welding program that meets local and regional needs for this CCMR (College Career Military Readiness) pathway. To have by 5/30/20 the policies/procedures with student academic and related information for the welding program for inclusion in the CIP/DIP (Campus & District Improvement Plan) to promote sustainability of the program and linkage to the Workforce Solutions Cameron overall regional CCMR goals.

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

Development of the campus infrastructure for welding by bidding for the infrastructural items, maintain/increase staff credentials, and developing the culture of each school related to this career pathway. Improve methods of teaching these students to build these students CCMR skills for that they can have life success. Develop systems to provide all the PEIMS data to TEA. Build system of staff development where campus/district leaders increase every teachers' abilities to provide effective CTE instruction. Develop a 6-week evaluation of students' growth on welding skills. Develop assessment systems to the student/family concerning growth. Develop systems to integrate special needs students in a manner that protects confidentiality while creating systems all students to have access to this type of CTE instruction. Link this grant to other SBCISD program to leverage resources to better meet our student and community needs. Expand the MOU TSC to reflect having the welding program funded.

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

Finish the development of the campus infrastructure for welding, maintain/increase staff credentials, and developing the culture of each school related to this career pathway. Improve methods of teaching these students to build these students CCMR skills for that they can have life success. Provide all the PEIMS data to TEA. Build system of staff development where campus/district leaders increase every teachers' abilities to provide effective CTE instruction. Engage in 6-week evaluation of students' growth on welding skills. Provide assessments to the student/family concerning growth. Have systems to integrate special needs students in a manner that protects confidentiality while creating systems all students to have access to this type of CTE instruction.

Third-Quarter Benchmark

Begin the development of the campus infrastructure as related to the CIP (Campus Improvement Plan), instruction of student integrated into CIP, continuing staff training, and developing the CCMR culture of each school. Have celebration showcasing welding program and build relationships with the other community businesses to promote regional workforce board goals for high needs high wage career training. Provide all the PEIMS data to TEA. Build a different system of staff development where school/campus leaders are there to increase every teachers' ability. Engage in ongoing 6-week evaluation of students' growth on CCMR skills gained. Provide assessments to the student/family concerning growth so that parents can be full partners in their child's education. Develop systems of linking this grant to other programs related to CTE (e.g. the JET Texas Workforce Grant that is currently under review and had the City as a partner - see JET City letter). Use the current Southern Industrial Careers Center MOU as another system for students to be certified.

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.

SBCISD's leadership team is committed to creating a culture where continuous improvement on how we can develop instructional staff who are better able to meet the CCMR needs of the students. Additionally, at the administrative level, we are seeking to build systems where the management of the school is able to meet all TEA requirements using the CIP/DIP systems. Our school districts through the use of three guiding principles. Manage School Performance - Conduct an annual quality seats analysis and strategic school actions planning, process that informs your Call for Quality Schools. Expand Great Options - Administer an annual Call for Quality schools to identify high-capacity educators and partner organizations to incubate new, replicate successful, and restart struggling schools with a focus on autonomous networks. Improve Access to Options - Increase access to school choice options and helps families identify and attend their best fit schools. This system taken for the System of Great Schools will allow each school district to increase the expectations in the welding career pathway while increase overall understanding of CCMR goals. The benefits of making real world improvements to the systems designed to meet SMART goals to meet or exceed expectations was another reason for this selection of this concept to evaluate this CTE program. The specific rubric measures for this grant will aid each district in determining the overall effectiveness of the activities related to this and related CTE programs.

The standard PEIMS system of reporting CTE outcomes will be used to provide objective data on the success of the program. The sign-in sheets from the CTE Community Advisory meetings will be used to show the general support of the program. The number of students who gain employment in the area will be tracked to understand how real-world results can be used to determine the effectiveness of obtaining certifications / credits in this manner. All of these data will be used in the updating of the CIP/DIP to allow for the successful aspects of the program to be continued beyond any one grant's funding. This will allow SBCISD to align school-base programs to the greater community needs through the partnership with Workforce Solutions Cameron. The linkage to the other area businesses and the city will provide systems to answer the student question of "When will I use what you're teaching me in the real-world?" Further, we will be able to use the funding of this grant to increase the business mentors for our students. This will allow the overall education and post-secondary CCMR goals of our stakeholders to be met.

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 2 only

TEA Program Requirements

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

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

n/a focus 2 only

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 2 only

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 2 only

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 2 only

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.

SBCISD has a current welding programs where industrial certifications are obtained. The Workforce Solutions Cameron does list welding has high needs and high wage occupation. Further, because of the Agriculture-based economy of the surrounding area in terms of family farms, the students are gaining skill sets that will allow them to enter their family farm or work on area farms. This will allow our students to gain the skills that allow them to earn a living wage while remaining in their home-town area. This will change the view of our students of thinking that they need to move to the 'big city' to be able to obtain their career goals.

The extending of the welding programs will show that each of the schools is developing real methods of meeting local employment needs while giving students who sometimes do not see themselves as going to college a method to obtain industry certifications and possible dual credits to start their associate degrees. This will promote post-secondary academic College Career Military Readiness (CCMR) in a manner that meets both community and student needs. If our JET grant is funded we will be able to increase the positive aspects of this program to a much greater degree.

The family farming and related businesses that need trained welders will all benefit. SBCISD will be able to help redefine how they can impact the real-world CCMR goals of the students. This will be done by linking this program to the CIP & DIP (Campus & District Improvement Plan) to show how real world skills can be use to teach the standard content areas skills need to pass the state high stakes testing. This will allow these student to meet EOC (End of Course) and STAAR (State of Texas Assessments of Academic Readiness) requirements. The expectations of the students to link these CCMR skills to obtaining post-secondary degrees / certifications will raise what all our student will 'see' as their career pathways. The leveraging of workforce board, community, and SBCISD goals for the community will strengthen the ability of our CTE (Career and Technology Education) programs to allow students who were not considering College a way to enter the workforce with hours towards a college degree from obtaining industry certifications.

The Workforce Solutions Cameron partnering with SBCISD will increase the overall real-world aspects of our current instructional CTE pathways. This will allow a true community life-long learning system to be created that will allow us to raise the post-secondary academic outcome expectations for all students - not just the ones who state now that they want to go to college. This will meet an overarching goal of the Perkins program to provide the systems by which all student obtain endorsements.

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.

SBCISD expects to increase enrollment in the welding program by 40-60 students with over 170 benefiting over the course of the grant. If the JET leverage grant is funded (current under review and its focus is wielding) this will allow for even larger increases in the number of student served. The benefit for these students is that with the combination of TSC and SICC certification programs there will be a great increase in the number of certified welders in the area. This should allow the area businesses to expand because they will have greater access to skilled workforce in a need area. The certification testing system of TSC and SICC will be continued to be used. This will allow SBCISD to focus on the training of our students.

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

SBCISD currently does the following to find alternative resources to pay for the exams of the students. Initially local funds are used to pay for the first test. If students do not pass, they are responsible for paying for subsequent tests. We will use the funding of this grant to seek a business partner who can assist in the funding of second testing. We may also work to obtain methods to provide more ongoing support so that more special population students can take full advantage of this program. These students may need more testing chances but we will see if other more 'special education' or 'homeless' services can be used to give these students additional chances, if needed, to gain these certifications.

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

SBCISD is building on the current systems of providing the welding CCMR program. The current CIP & DIP system is being used to assure that we can sustain the program that will be expanded by having these additional funds. The instructor will use the development of the overall program to build additional methods of CCMR to show students who might not think of learning to weld as a way to advance their obtaining dual credits as a viable method of earning college credits. An example would be a student who wants to be an engineer learning that while they can make metal do strange things on paper having the real-world skills of fabrication allows greater abilities to be a successful engineer.

SBCISD will use the ongoing CIP/DIP process to assure that the students in the program have success. The obtaining of certifications and/or dual-credits will be measured using the standard CTE systems. This will also assure that the program begun with these funds will be sustained.

SBCISD efforts that will promote sustainability of the grant developed programs beyond any one grant's funding. This will allow us to use these funds during the grant period to be leveraged to assure that systems are built to assure that our students are successful in obtaining certifications and/or dual-credits.

The last part of the program will be to include our students' parents in the overall program because of the negative effects on student's academic performance caused by lack of family support (Lagana, 2004; Ponsford and Lapadat, 2001); marital disruption and divorce (Sun and Li, 2002); mother absence (Heard, 2007); and parental loss (Abdelnoor and Hollins, 2004). Griffin and Steen (2011) summarized the importance of the linkage of families with professional school counselors in that this working relationship will mitigate barriers to academic success for low-income and minority families. Brigman and Campbell (2003) additionally found that the effects of school counseling interventions that focus on the development of cognitive, social and self-management skills could result in sizable gains in all students' academic achievement. Thus, by having a focus that addressed non-academic with the additional counselor from the other grant, we believe that we will improve general life outcomes while establishing a culture of support that will help the students have better academic outcomes that will promote better CCMR meeting the goals of this grant.

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.

SBCISD instructor will use funds from this grant to maintain their certification(s) to be the instructor. The students will be given direct test preparation and practice tests to increase their ability to 'pass' the certification exam. Student who are unsuccessful will be giving tutoring to allow them to gain any missing skills. Student who pass the exam will be asked to aid in the tutoring of their classmates so that any ways that they used to pass the exam will be passed on. This will promote cooperative learning because the goal will be to have 100% of the student obtain their certification(s) and/or dual-credit(s).

We will also use the CTE advisory committee as mentors to our students. This will allow our students to have another supporting adult to help them have their concerns about the testing to be answered. This linkage will also allow our student to make more connections to the area business owners who might be their future work-sites. This will allow the student to see the real-world use of what they are learning at school. Thus answering that age-old question of "When will I ever use what I'm learning?"

Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. We found that schools would need to increase per-pupil spending by more than \$1,000 in order to achieve the same results that are gained with parental involvement." Jaynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. Even at this older age as high school students, we will aid our parents in being their child's first teacher (Villarreal, 2005) which has been shown to increase academic outcomes. We will use this research base and including of parents to link the families in preparing their child for the exams.

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

SBCISD has developed partnerships with Texas Southernmost College and Southern Industrial Careers Center for training and several area businesses - see letters. The CTE Advisory committee provide the ongoing system to link the certification programs to the needs of the community. By the fostering of partnerships and collaborations, researching and sharing of labor market and economic information, identifying workforce needs of employers and residents, and consulting and advising on public policy; Panhandle Workforce Board helps to connect and align the efforts of the regional workforce system. Together we, SBCISD & Workforce Solutions Cameron , are enabling our stakeholders and local businesses to be competitive in both local and global markets by forming partnerships between SBCISD, Workforce Solutions Cameron , area businesses, and our stakeholders.

With the focus of the Perkins grant we also looked at the other factors that lower the overall outcomes for the targeted students. Coffield, Moseley, Hall, and Ecclestone (2004) found that when looking at P-16 education that the effective use of learning styles for instruction across the three main groupings of visual, auditory, and tactile/kinesthetic produced better results throughout preK-12 public to the undergraduate degree. Diedrich, McElvain, and Kaufman (2005) found that Afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures. These programs help provide additional support to struggling learners, reduce drug use, and prevent violence and youth crime. Keren-Kolb (2013) demonstrated that the effective use of technology expands student's learning and increases their self-ownership of the process leading to life-long learners. From a report by the San Diego Office of Education (2004) on closing achievement gaps among sub-groups of students, it was found that extending the learning time for students help in closing the objectively measured academic performance among sub-groups of students.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

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

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

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

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

additional testing services	\$10,800
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Welding program licenses for two campuses	\$11,500
Software to expand the services in the program	\$7,700
<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.

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

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