





**2019-2020 Summer Career and Technical Education Grant  
Letter of Interest (LOI) Application Due 5:00 p.m. CT, January 17, 2020**

NOGA ID [ ]

Authorizing legislation **GAA, HB 1, Article IX, Section 18.114(c)(v)**

This LOI application may be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **5:00 p.m. CT, January 17, 2020**, regardless of whether it is emailed, mailed, or hand-delivered.

Application stamp-in date and time

Grant period from **May 1, 2020 to August 31, 2020**

Pre-award costs permitted from **Award Announcement Date**

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. OPTIONAL: Letters of support from partner districts (Focus Area 1 applicants) or letters of support from partner employers (Focus Area 2 applicants)

**Amendment Number**

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

**Applicant Information**

Organization **Lake Worth ISD** CDN **220-910** Campus **High School 001** ESC **11** DUNS **794359059**

Address **6805 Telephone Road** City **Lake Worth** ZIP **76135** Vendor ID **817-306-4200**

Primary Contact **Jennifer Edenfield** Email **jedenfield@lwsd.org** Phone **817-306-2304**

Secondary Contact **Rose Mary Neshyba** Email **rneshyba@lwsd.org** Phone **817-306-4200**

**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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

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

Authorized Official Name **Rose Mary Neshyba** Title **Superintendent**

Email **rneshyba@lwsd.org** Phone **817-306-4200**

Signature [ ] Date **01/17/2020**

**Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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 to adhere to all the Statutory and TEA Program requirements as noted in the 2019-2020 Summer Career and Technical Education Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2019-2020 Summer Career and Technical Education Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The overall mission of the program is designed to provide one (1) local credit for CTE Boot-camp by allowing staff to provide a basic overview of the CTE (Career and Technology Education) Programs of Study (POS) that Lake Worth ISD (LWISD) offers students, which helps lead them into the direction of earning an endorsement. The focus will be on 8th grade students who are transitioning to Lake Worth High School for the 9th grade. The CTE Boot-camp design is one that will allow our students to obtain a local credit within CTE, which will enhance the concept of earning an endorsement through their PGP (Personal Graduation Plan), that was developed in conjunction with their parents at the end of the 8th grade year.

Once students understand the concept of a CTE course offering, plus an overview of their initial CTE POS and how this helps them to earn an endorsement, the students will be allowed to explore other CTE POS. The CTE Boot-camp provides an overview of the CTE POS offered, as well as the industry certification(s) that can be obtained while attending LWHS. With this opportunity to review other CTE POS, this allows students the opportunity to modify their PGP before entering their 9th grade year. It is our contention that we will meet and satisfy LWISD's overall goal of providing the 2020 9th grade class with a clearer understanding of the various LWHS CTE POS offered.

In addition, this will strengthen our resolve to develop a CTE Boot-camp that can be sustained by building it into the CIP/DIP (Campus / District Improvement Plan) so that this CTE Boot-camp becomes a part of LWISD's culture. The use of this grant to develop the initial CTE Boot-camp will provide LWISD staff with the data needed to show the impact of having this type of program on developing a system that better supports all students receiving at least one endorsement. We will be able to show them the value of earning an endorsement even with these post-secondary goals. For example, a student wishes to be a medical doctor, we have the ability to show them the value of obtaining a Phlebotomy certification. The value of this certification is that as an undergraduate, the student could be already working within the medical field. Further, when the student entered residency as a licensed phlebotomist, they would be capable of performing 'procedures'. This certification ultimately gives them an advantage over the other first year students. While this is an example within the medical field, we believe that other post-secondary degree pathways would have similar CTE POS that would provide advantages.

Thus, the overall goal of our CTE Boot-camp is to allow our students to see the different ways that they can use the endorsement system to further their CCMR (College Career Military Readiness) goals. By having this built into our CTE Boot-camp, we will give every student a real-world reason to complete a CTE POS and to obtain at least one endorsement.

**Qualifications and Experience for Key Personnel**

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

**Title and Responsibilities of Position**

**Required Qualifications and Experience**

LWHS CTE Teachers within LWISD CTE POS.	They are currently the certified teacher of record for the various CTE courses offered within our CTE POS. This gives these teachers an opportunity to lay the ground work of the CTE POS and certification (s) for the 2020 LWHS 9th graders.
LWISD CTE Coordinator	They are currently the certified CTE administrator of record for LWISD. They work with all of the CTE teachers, discussing CTE course offerings, certifications and CTE POS.
LWHS Lead Counselor	They are currently the certified counselor of record for LWHS. They work with the CTE Coordinator on scheduling the CTE course offerings. The counselors also help assist the LWHS students in determining their CTE POS/endorsement.

**Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Objective 1: The Career and Technical Education Department will prepare students for lifelong learning and employment through the development of adaptable skills and knowledge. Strategy 1.1: Ensure that students continue to have opportunities to pursue CTE POS, as a critical component of a meaningful high school diploma. To accomplish this, we will design a model framework that begins the discussion of careers at all grade levels, so that students have multiple opportunities to explore what they want to do and how to get there. We will increase student career readiness by expanding CTE POS and identifying additional certification opportunities. Additionally, we will provide individualized support for special populations by establishing CTED classes and incorporating strategies for EL learners.

Objective 2: The Career and Technical Education Department will ensure that every student receives guidance that leads to a personalized program of study (endorsement). Strategy 2.1: Through Career Guidance Counseling, we will ensure the existence of safe and nurturing learning environments that excels student opportunities in the field of career and technical education. To accomplish this, we will create an intentional culture of school safety by focusing on the social and emotional wellbeing of all CTE students when guiding them through their CTE POS. LWHS will increase the number of CTE student organizations (CTSO), that develop necessary character traits for students to apply through their CTE POS.

All of this data will be tied to the updating of the CIP/DIP to allow for the cultural changes done at LWISD to be sustained. This data will also be used in expanding the CTE POS and certification opportunities available at LWISD.

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

For Objective 1, we are looking to have every CTE program provide curriculum that cover all the required TEKS, meet industry standards for certification (s), and provide students with the equipment and opportunities to have meaningful real world experiences that will result in their ability to enter the field of study at multiple points. This will include industry certifications & post-secondary degrees. We will evaluate this objective to determine and continually update the industry certifications that we can potentially provide students in LWISD or that students could easily transition into upon graduation. The goal is to have the student meet their PGP concerning CCMR life goals in a manner that support them becoming life-long learners.

For Objective 2, we envision graduates of LWISD's CTE POS to have been provided with effective career guidance at all levels on their road to graduation. We will use this CTE Boot-camp to develop a system to move students from a middle school to a high school setting. This will allow our students to receive a more effective overall education and have the ability to apply the TEKS that they have learned in a manner that supports CCMR and developing a mind-set that they will need to further develop in their future careers. Data points for the evaluation will come from feedback through time-sensitive, anonymous on-line surveys from the parents and graduating seniors. We will have similar surveys done for the summer program.

The items used to measure these items will be the portfolios that each student will make over the summer. This will allow our students to have a way to demonstrate the knowledge that they have gained from the CTE Boot-camp and allow ways to show that they understand the specific CTE POS.

We will use daily/weekly and end of the program evaluations to determine the effects of the CTE Boot-camp. These items will be records from daily activities, similar to what is done in regular semester CTE classes. We will also have group discussions where the teacher will probe to have the student report on what they have learned and if it was something that they did not expect. The students will use all of these items in creating their portfolios. Ultimately, we will have a celebration at the end of the program where the students will present some aspect of their learning to the group. This will allow the families to grasp and have a better understanding of the summer program and serve as a way to increase parental involvement at the high school level.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The budget items provides the staffing, extra materials, and equipment-type items that are needed to provide the initial instruction for the 15 CTE POS that we have at LWISD. The resources from this grant will allow the initial development of a CTE Boot-camp system to allow 8th to 9th graders a transition that is effective. These resources are currently not available to LWISD. With the data that we will collect over the summer and from most of the 2020/21 school year on these students regular and CTE courses, we will be able to use the data in more of a pilot role. This pilot role will be to determine if having the 8th to 9th CTE Boot-camp allowed these students to have a better 9th grade year.

LWISD has its normal CTE funding streams that materials and equipment will be leveraged. We received \$44,495 in Carl Perkins funding for the 2019/20 school year. Also, we have access to an estimated \$145,000 in standard LWISD funding that provides the classrooms, Technology support, administrative support, and general services to the CTE program. These infrastructure items allow our CTE program to function at a high level.

We will use the CIP/DIP process to demonstrate what items allowed us to have greater effects on student academic and social-emotional learning. We see the funding of this proposal as another method by which we can show the community the value of this type of summer program. Once we have the data to support this re-allocation of resources because of the benefits that we see for our students, we believe that we can create community support.

The initial \$50,000 for the CTE Boot-camp will allow our CTE staff, the counselors at the campus, and the administration of the high school to determine the benefit of having a transitional program to support our students move from 8th to 9th grade. We will be able to determine toward the end of the 2020/21 school year if these 9th grade students out preform the historical averages. If this is the case we will be able to make the case to the community that this type of program is needed and we will then look for business partners who can support this effort. This will give us a way to obtain non-traditional resources to have this program sustained.

**Program Requirements****Focus Area 1 applicants**

1. Use the space provided below to specify program(s) of study CTE courses will be offered in (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs> for a list of the approved statewide programs of study) and well as specify which CTE course(s) will be offered. Include the number of students who be engaged and supported.

The CTE Program of Studies (POS) are as follows: 1. Animal Science 2. Applied Agricultural Engineering 3. Plant Science 4. Carpentry 5. Design & Multimedia Arts 6. Digital Communications 7. Accounting & Financial Services 8. Business Management 9. Entrepreneurship 10. Healthcare Diagnostics 11. Healthcare Therapeutic 12. Nursing Science 13. Culinary Arts 14. Lodging and Resort Management 15. Law Enforcement. This focus provides a direct link to CCMR while providing a bridge to the real world using various TEKS and approved CTE POS.

The local CTE credit course will help students investigate further into the LWHS CTE POS. We want our students to understand that 'the career development process is unique to every person and evolves throughout one's life.' Students will use decision-making and problem-solving skills within their CTE POS. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. This course is designed to guide students through the process of investigation and to further develop their CTE POS. Students will use tools available to explore college and career areas of personal interest, which will help solidify their CTE POS choice.

**Program Requirements continued**

**Focus Area 2**

1. Use the space provided below to specify business and industry partners who will be involved in your program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged supported.

N/A



**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 program.

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

Group  Barrier

Group  Barrier

Group  Barrier

Group  Barrier

Application Part 2:

2019-2020 Summer CTE Grant

Authorized by: General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

County District Number or vendor ID: 057-904		Amendment # 0
Grant Period:	May 1, 2020 to August 31, 2020	Fund Code/ Shared Services Arrangement: 429/459

**Program Budget Summary**

Description and Purpose	Source of Funds				
	Class/ Object Code	Program Cost	Admin Cost	Pre-Award	Total Budgeted Cost
1 Payroll Costs	6100	\$ 15,000			\$ 15,000
2 Professional and Contracted Services	6200	\$ 3,500			\$ 3,500
3 Supplies and Materials	6300	\$ 24,000			\$ 24,000
4 Other Operating Costs	6400	\$ 4,500			\$ 4,500
5 Capital Outlay	6600	\$ -			\$ -
Consolidate Administrative Funds			N/A		
6	<b>Total Direct Costs:</b>	\$ 47,000	\$ -		\$ 47,000
7	Enter Percentage (%) of Indirect Costs:	6.656	N/A	\$ 3,000	\$ 3,000
8	<b>Grand Total of Budgeted Costs :</b>	\$ 47,000	\$ 3,000		\$ 50,000

**Shared Services Arrangement**

9	6493	Payments to member districts of shared services arrangements			\$ -
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**Administrative Cost Calculation**

10	Total Grant Amount Budgeted:				\$ 50,000
11	Reasonable and necessary administrative costs established for the program:				
12	Maximum amount allowable for administrative costs, including indirect				\$ -

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2:

2019-2020 Summer CTE Grant

Authorized by: General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID:		Amendment # (for amendments only):		
Payroll Costs (6100)				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Pre-Award	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1 Teacher				
2 Educational Aide				
3 Tutor				
<b>Program Management and Administration</b>				
4 Project Director				
5 Project Coordinator				
6 Teacher Facilitator				
7 Teacher Supervisor				
8 Secretary/Admin Assistant				
9 Data Entry Clerk				
10 Grant Accountant/Bookkeeper				
11 Evaluator/Evaluation Specialist				
<b>Auxiliary</b>				
12 Counselor				
13 Social Worker				
14 Community Liaison/Parent Coordinator				
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15 ESC Specialist/Consultant				
16 ESC Coordinator/Manager/Supervisor				
17 ESC Support Staff				
18 ESC Other: (Enter position title here)				
19 ESC Other: (Enter position title here)				
20 ESC Other: (Enter position title here)				
<b>Other Employee Positions</b>				
21 (Enter position title here)				
22 (Enter position title here)				
23	<b>Subtotal Employee Costs:</b>			\$ -
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
24 6112 - Substitute Pay				
25 6119 - Professional Staff Extra-Duty Pay			\$	12,000
26 6121 - Support Staff Extra-Duty Pay			\$	1,500
27 6140 - Employee Benefits			\$	1,500
28 61XX - Tuition Remission (IHEs only)				
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ 15,000
30	<b>Grand Total:</b>			\$ 15,000
31	<b>Total Program Costs*:</b>			\$ 15,000
32	<b>Total Direct Admin Costs*:</b>			\$

\*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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County District Number or Vendor ID: Amendment #: 0

**Professional and Contracted Services (6200)**

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	Pre-Award	Grant Amount Budgeted
1	Rental of lease of buildings, space in buildings, or land		\$
2	Service: Specify purpose:		
3	Service: Specify purpose:		
4	Service: Specify purpose:		
5	Service: Specify purpose:		
6	Service: Specify purpose:		
7	Service: Specify purpose:		
8	Service: Specify purpose:		
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>		\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		\$ 3,500
11	<b>Grand Total:</b>		\$ 3,500
12	<b>Total Program Costs*:</b>		\$ 3,500
13	<b>Total Direct Admin Costs*:</b>		\$ -

\*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:

2019-2020 Summer CTE Grant

Authorized by: General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID:		Amendment #:	0
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Pre-Award</b>	<b>Grant Amount Budgeted</b>
1	Remaining 6300 - Supplies and materials that do not require specific approval:		\$ 24,000
2	<b>Grand Total:</b>		<b>\$ 24,000</b>
3	<b>Total Program Costs*:</b>		<b>\$ 24,000</b>
4	<b>Total Direct Admin Costs*:</b>		<b>\$</b>

\*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:

2019-2020 Summer CTE Grant

Authorized by: General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

County District Number or Vendor ID:		Amendment #:	
Other Operating Costs (6400)			
Expense Item Description	Pre-Award	Grant Amount Budgeted	
6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.			
6412 - Travel for students to conferences (does not include field trips).			
2 Requires pre-authorization in writing.			
Specify name and purpose of conference:			
6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	1,500	
4 6413 - Stipends for non-employees other than those included in 6419.			
6419 - Non-employee costs for conferences. Requires pre-authorization in writing.			
6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.			
6495 - Cost of membership in civic or community organizations.	\$		
Specify name and purpose of organization:			
64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$		
9 Subtotal of other operating costs (6400) requiring specific approval:	\$	1,500	
10 Remaining 6400 - Other operating costs that do not require specific approval.	\$	3,000	
11 Grand Total:	\$	4,500	
12 Total Program Costs*:	\$	4,500	
13 Total Direct Admin Costs*:	\$		

\*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

In-state travel for employees does not require specific approval.

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County District Number or Vendor ID:		Amendment #:		
Capital Outlay (6600)				
Description and Purpose	Quantity	Unit Cost	Pre-Award	Grant Amount Budgeted
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	
<b>66XX - Computing Devices, capitalized</b>				
2	(Enter description and brief purpose)		\$ -	
3			\$ -	
4			\$ -	
5			\$ -	
6			\$ -	
7			\$ -	
8			\$ -	
9			\$ -	
<b>66XX - Software, capitalized</b>				
10	(Enter description and brief purpose)		\$ -	
11			\$ -	
12			\$ -	
<b>66XX - Equipment, furniture, or vehicles</b>				
13	(Enter description and brief purpose)		\$ -	
14			\$ -	
15			\$ -	
<b>66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
16	(Enter description and brief purpose)			
17	<b>Grand Total (sum of all lines):</b>			\$ -
18	<b>Total Program Costs*:</b>			\$ -
19	<b>Total Direct Admin Costs*:</b>			\$ -

\*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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