



**2021-2023 P-TECH Planning and Implementation Grant**  
**Competitive Grant Application: Due 11:59 p.m. CT, November 10, 2020**

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant application and amendments as follows:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:** G.A.A., Article III, Rider 66, 86th Texas Legislature; TEC §§29.551-29.556 and §29.908

**Grant period:** From 02/15/2021 to 06/15/2023 **Pre-award costs:** ARE NOT permitted for this grant

**Required attachments:** Refer to the program guidelines for a description of the required attachments.

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. 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
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) **are not** permitted for this grant.

**4. 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
Increase the number of students especially sub populations who are college and career ready. Only 29% of SISD student are College and Career Ready. 72.3% are eco. dis, 5.4% ELs, and 23% Sped.	Sabinal ISD in collaboration with the local workforce center, SWTJC, and local industries, will develop a course pathway that leads to students earning certifications and/or college credits while in high school. Student populations currently underrepresented will be recruited, enrolled, and mentored.
Increase the 12.7% rate of Sabinal ISD students taking CTE coursework aligned with Certifications to at least the State Rate of 38.7%. 0% of Sabinal ISD graduate with an associates degree.	Funding will enable planning and implementation of a successful P-TECH program. Beginning the program at the 9th grade will ensure student success throughout the program, completion of courses, and certifications and/or associates degrees. This will connect our school to SWTJC & high demand careers
In need of a program that provides wrap around services to students especially sub populations. Give students opportunities to be college and/or career ready. We need to connect to colleges and careers.	Sabinal ISD will implement a free open enrollment program that will include high school and post secondary courses along with work-based experience to increase the number of students that exit high school college or career ready. Studies will include relevant classes and sequence of courses leading to certs.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June of 2023 Sabinal ISD will have planned/designed and implemented a P-TECH Program that includes the design elements of the P-TECH Blueprint for the high demand industry of Welding Technology. Sabinal ISD will have collaborated with SWTJC, Middle Rio Grande Development Council, Texas ATM Extension Office, and Local Industry Businesses giving student workbased experiences as they completed the appropriate coursework. The P-TECH Program will have increased the number of underrepresented students (special ed., ELs, and at risk) graduating college and/or career ready with a 75% passing rate on certification exams to at least 38.7%(state average) and at least 50% will graduate College and Career Ready. SISD will be connect to colleges and careers.

**6. 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**

- February 2021 through September 2021
- \*Leadership Team Meeting Logs for collaboration with SWTJC and Partners
- \*Summer Bridge Student Attendance Logs
- \*PEIMS Student Records, Counseling Logs, Class Master Schedule, Enrollment in Pathway
- \*Academic Counseling Logs with targeted populations
- \*Teacher Staff Development on P-TECH requirements
- \*Documentation of Family Engagement Activity for Cohort 1 families

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

October 2021 through April 2022

- \*PEIMS data showing 100% of students experiencing work-based learning
- \*Grades for Cohort 1 and documentation of mentoring (student sign in sheets)
- \*Documentation of wraparound strategies (collaboration, support offered to students, college readiness assessments TSI results, etc. )
- \*Documentation of parental involvement for Cohort II
- \*Cohort 1 Parent Meeting Sign in sheets and input from parents

**Third-Quarter Benchmark**

May 2022 through December 2022

- \*PEIMS, Gradebook for data such as academic performance on assessment tests, coursework, work-based learning and certification exams.
- \*PEIMS for Industry related coursework showing 80% of students success in Cohort 1
- \*100% of Cohort 1 students participated in work-based experiences - documentation from industries
- \*Completed applications for Cohort II
- \* SWTJC transcripts showing 75% of students completing and passing college level courses

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The evaluation and modification of the program will include the following strategies: a leadership team that includes a program coordinator, administrator, and counselor will monitor curriculum-based assessment data, mid-course assessment data, and end of course simulation data. A compilation of the data will be reported and reviewed with the entire leadership team that includes representatives from the school district, IHE, business and industry leaders and school partners that make up the leadership team. This information will be compiled and shared quarterly with the above partners in July, October, January, and April. These dates will drive the alignment of benchmarks and measurable progress. The school leadership team will be responsible to meet regularly to refine and adjust any outcome-based measures to support the sustainability of the project and monitoring of progress on meeting the Blueprint and meet the outcomes based measures. Meeting the requirements of post secondary state assessments is often a barrier to success for many students. The leadership team will review summer bridge program data to identify students that will require targeted intervention such as schedule modification to include a period for practice and tutoring, after school or weekend boot camps for remediation to support the success of students as they take the TSI assessment in preparation for college courses. This process will continue into the next semesters as data is available to review TSI assessment data as well as the data from passing rates in dual credit courses. Finding success with the efforts in our first year group of cohorts will put in place the processes that will be necessary to begin a second pathway for our students, Administrative Information Technology. Although TSI data information will guide many adjusts and modifications, other information will play a crucial role as well. STARR assessment data for Algebra I and English II, attendance, certification exams, and work-based learning experiences as well as dual credit passing rates will give the team valuable information on the continued success of the program as well as the adjusts that need to be made to sustain the program for upcoming cohorts in the P-Tech program.

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**8. 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. P-TECH schools will provide participating students with flexibility in class scheduling and academic mentoring.
4. The P-TECH school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
5. P-TECH schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma and an associate degree, a two-year postsecondary certificate or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.
6. P-TECH programs will be provided at no cost to participating students.
7. P-TECH schools will ensure that a student is entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.
8. The P-TECH Campus will implement the design elements included with the 6 benchmarks of the [P-TECH Blueprint](#) and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

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**Statutory Requirements**

1. P-TECH campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

Recruitment and open enrollment at the Sabinal P-Tech High School Academy will be an integral part of the campus's P-Tech program. The following program components will make up the foundation of the P-Tech program recruitment and enrollment policies and practices: recruitment of at-risk students including but not limited to economically disadvantaged, failed a state assessment, students with disabilities, first generation college students, limited English proficient students and historically underrepresented in college courses. When appropriate parent meetings will be translated and student planning will be discussed in ARD's.

**Summer Activities:**

As the leadership team (advisory committee) meet to begin planning, the P-Tech information will be added to the District's website and shared in the local newspaper. General information will be added initially, important updates will be included on the website as the committees establish and complete products that need to be communicated to students, parents, staff, and community.

**Fall Semester Activities:**

August: 8th grade Student Introduction to the P-Tech Academy that includes the benefits and proposed results of successful completion of the Academy will be shared by P-Tech program staff and students. Enroll 8th grade students in a bridge program that will provide opportunities for students to strengthen academic skills necessary for high school, college readiness, and career readiness as they begin their transition from middle school to high school or into the P-Tech program.  
September: 8th grade Students and families will meet with P-Tech program staff and students to share the benefits and requirements of the program for students. Opportunities for evening programs will be offered for parents to attend after work.

October: P-Tech program staff provide updated information on the P-Tech program to middle school campuses.

November: Middle School Recruitment will begin and include information to 8th grade students and their families through announcements, school meetings, assemblies and events that will be provided by the P-Tech program staff and partners.

December: 8th Grade Classroom visits from P-Tech program staff to discuss the program application process and answer questions.

**Spring Semester Activities:**

January: Showcase opportunities for potential P-Tech students during course registration. P-Tech open house will exhibit opportunities for students to meet and visit with P-Tech staff and current students as well as business and industry partners.

February: Applications and course selections will be due. P-Tech staff will be available for students with questions during the application process to schedule a time to meet to receive support on application completion.

March: Review of current application and course selection to guide scheduled classroom visits from application/course selection data.

April: P-Tech accepted students and families connections, send out acceptance letters to include information regarding orientation, TSI camps, and campus tours.

May: P-Tech Family Night Welcome, social event to welcome new students and their families. Members of the P-Tech staff and students as well as members of the leadership team will be in attendance to support the P-Tech efforts.

June-July: TSI camps will be held for students to attend.

August: Orientation for new students, meet the P-Tech program staff, college and industry partners, and review guidelines and plans for the school year.

Effective monitoring and evaluation will include opportunities for the IHE, administrators, and teachers to examine the effectiveness of the trainings, strategies, and above mentioned activities in place for the academy. Surveys and classroom observations will give grant staff and leadership effective data and up to date impact statements on student achievement results, attendance in class and industry based learning, academic progress, and professional development's impact on student productivity and student outcomes.

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**Statutory Requirements (Cont.)**

2. P-TECH schools must provide for a TEA CTE program of study that enables a participating student in grade levels 9-12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences of courses, degrees/certificate/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

After collaborating with the Workforce Center, Middle Rio Grande and gathering information on our area to determine high demand identified jobs, our district decided to offer the Manufacturing/Welding program of study. This course of study will allow our students to earn their high school diploma with the possibility of two available certifications and/or an Associate's Degree. The P-Tech program will expand the current dual credit course offerings of English, Math, History, and Political Science. The district's P-Tech program, in partnership with Southwest Texas Junior College (SWTJC) and our industry partner Mr. Reyes Ranch/Welding, will enable students to obtain a strong career and college path with a combination of work related experience and high school and college courses. During the planning phase of the program, the attached course crosswalk will be updated as the articulation agreement is finalized between the district and SWTJC. The coherent scope and sequence of courses provided in the crosswalk will drive the formulation to identify and sequence the necessary staff development for P-Tech staff to provide high quality effective instruction as well as the levels of industry work related experiences for the students.

The P-Tech program will expand our current welding course offerings in welding to include Intermediate Layout and Fabrication, Advanced Layout and Fabrication, Advanced Gas Tungsten Arc Welding, Advanced Pipe Welding, and Advanced Shielded metal Arc Welding.

Sabinal ISD strives to contribute to the economic growth of our region by graduating students ready for employment in high demand occupations. The selected course of study will address our regional workforce needs as this welding program will target the high demand occupations of Welding, Cutting, Soldering, and Brazing needed by many industries such as the pipelines traversing Uvalde County. Not only does Uvalde County have pipelines traversing but also has solar and wind farms and independent welding contractors all seeking to employ local individuals that possess welding skills/certifications. These employers have expressed their concern for availability of certified welders. This program will create a targeted platform of opportunity for students and our community of employers to build a strengthened, talented workforce of certified and/or degreed individuals that will become contributors to the economic growth and development of the Middle Rio Grande Area/Region.

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**Statutory Requirements (Cont.)**

3. P-TECH schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all of the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

Sabinal ISD will enter into an Articulation Agreement with Southwest Texas Junior College. SWTJC is accredited by the Southern Association of Colleges and School Commission on Colleges to award the Associate of Arts in General Studies, Associate of Arts in Teaching, Associate of Science, and Associate of Applied Science degrees and certificates. SWTJC is also approved by the Texas Education Agency and the Texas Higher Education Coordinating Board. The proposed program meets the requirements for a partnership with SWTJC as follows:

- \*Curriculum Alignment - Sabinal ISD will provide courses that directly align with those at the Junior College. For dual credit courses, the SWTJC curriculum will be followed.
- \*Instructional Materials - All instructional materials will be provided by Sabinal ISD as it correlates with SWTJC
- \*Instructional Calendar - Sabinal ISD follows SWTJC academic calendar and makes concessions as necessary when students need to attend events hosted by SWTJC
- \*Program of Study - Graduation plans will outline the program of study as it shows on the crosswalk of courses
- \*Student Enrollment and Attendance - Once students enroll in courses, they will be required to have the required attendance for the appropriate dual credits and certifications.
- \*Grading Periods/Policies - Grades will be awarded on a 4.0 scale at the Junior College level but will be converted to a letter grade for high school.
- \*Statewide Assessments - enrollment in dual credit depend on demonstrated readiness by achieving minimum passing standards under the provisions of STAAR. SWTJC will meet all grant program requirements.

4. P-TECH schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program, and review the MOU at least every two years and update as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

Sabinal ISD will provide 100% of participating students' access to appropriate work-based education at every grade level, as described in Attachment #3 - P-TECH Work-Based Education Matrix. This includes exposing students to educational opportunities that are connected to the Middle Rio Grande Workforce Labor Market demands. The Regional Industries and Business Partners are Middle Rio Grande Workforce Center, Texas ATM Extension Agency, Southwest Texas Junior College, and Jesus Reyes/Welding since Manufacturing/Welding Technology was identified as a high demand occupation in the Middle Rio Grande Region. SWTJC has provided a structured path to certifications and an associate's degree in this high demand field. The proposed program will meet the partnership requirements as follows:

- \*Access to work-based education at every grade level - the matrix indicates the different exposures at the various grade levels. From employment skills to actual hands on opportunities.
- \*Address Regional Workforce Needs - Mr. Reyes/Welding is a business that has collaborated and cooperated with Sabinal ISD as students seek workbased experience in welding.
- \*Interviewing Priority - The MOU will specifically address the interviewee priorities if the student is qualified and certified. Collaboration and Communication will be factors in the success of these partnerships. Representatives of these industries and business will meet with Sabinal ISD administrators/Leadership Team to discuss student progress, challenges, successes, and progress monitoring.

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**TEA Program Requirements**

1. The grantee must have an established Leadership Design Team to complete the P-TECH Implementation Plan, prepare the campus to begin serving students in the P-TECH program, and provide leadership for the campus regarding P-TECH. Leadership Design Team members are outlined in the P-TECH Blueprint. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

In future planning, Sabinal's strategic priority to connect our high school to college and career readiness is at the forefront of goals for our district. The Leadership Team that is in place to share responsibility between the school district, industry/business, and Southwest Texas Junior College for meeting outcomes, benchmarks, monitoring of progress, mid-course corrections, and sustainability structures has the experience to successfully implement the goals, objectives, and benchmarks of the program. The team is listed as follows: Richard Grill - Superintendent of Schools, Sabinal ISD; Steve Alvarado - High School Principal, Sabinal ISD; Beatriz Valenzuela - High School Counselor, Sabinal ISD; Melissa Garza, Principal, Knippa Collegiate Early College High School, Knippa ISD; Warren Beard, Ag Science Teacher, Sabinal ISD; Ruthie Kneupper, Career & Technical Education Specialist, ESC 20; Luis M. Fernandez, Business, Industrial, & Technical Studies Division Chair, SWTJC - Uvalde, Texas; Jesus Reyes, Business Owner; Samantha Korzekwa, Texas A&M AgriLife Extension Service Agent, Uvalde County; Betty Sifuentes, Workforce Solutions, MRG, Interim Executive Director - Uvalde, Texas; Kimberly Steward - Career & Technical Educator - Sabinal ISD. Strategic planning began in the Spring of 2020 to develop formative career & technology goals for our students' pathways to career and college success. The Leadership Team will meet monthly in person or via Zoom with agenda topics that will ensure the success of the P-Tech plan as we move forward. Topics will include reviewing of data to ensure P-Tech benchmarks are met, that work-based experience is available to all P-Tech students, that sustainability is a top priority for the team as well as planning for future pathways that will be implemented in upcoming cohorts. The district has plans to move forward with Pathways in Information Technology, Health Science (nursing), and Agriculture, Food, & Natural Resources.

2. The grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and college readiness, and to be successful in rigorous academic and work-based educational experiences. Describe the current wrap-around strategies and services the campus will offer, as well as the additional strategies and services that are planned to support P-TECH.

Currently, Sabinal ISD offers the wrap around strategies such as counseling, mentoring, credit recovery, college guidance, student progress monitoring, program progress monitoring, parent/teacher conference, etc. With this funding, we will work closely with the Middle Rio Grande Workforce Development Board and SWTJC to create clear pathways that will address regional employers' workforce needs. Academic Mentoring; articulation of credits from High School to College; Social Emotional support such as parent outreach, connection to social services, when needed, flexibility in scheduling; and work-based education such as internships and externships will be implemented. Sabinal ISD's leadership team will meet often to ensure a strong connection for the program, as well as, to identify employers for students upon certification, diploma, and associate's degree. Our wrap-around strategies will focus on both educational and employment outcomes.

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**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**

1.	Program Coordinator	\$80,000
2.	Counselor Stipend	\$2,000
3.	Teacher Stipends	\$10,000
4.	Extra-duty pay for curriculum development/Summer Boot Camps	\$4,000
5.	Substitute Pay for teachers to participate in staff development and job embedded staff dev.	\$2,000

**Professional and Contracted Services**

6.	Professional Development	\$5,000
7.	Teacher Credentialing	\$5,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Supplies and materials	\$15,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Transportation for Students to IHE or Industry Partner	\$9,000
16.	Travel for Staff Development	\$2,000
17.	Travel for Leadership Team	\$1,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**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.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, 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.

Section Being Negotiated or Amended	Negotiated Change or Amendment

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