



2023-2024 Tri-Agency Grant for Regional Conveners
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 13, 2023

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to 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 **11:59 p.m. CT, January 13, 2023**.

Grant period from

Pre-award costs permitted from

Application stamp-in date and time

Required Attachments

- Application Part 2: Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- Attachment A: Regional Convener Reference Form (Submit up to three forms with Application)

Application Information

Which [workforce development area](#) are you located in and applying to represent as a regional convener?

Select your organization type:

Amendment Number

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

Applicant Information

Organization CDN

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

I further certify my acceptance of the requirements conveyed in the following portions of the 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 Title

Email Phone

Signature Date

Shared Services Arrangements

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

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 2023-2024 Tri-Agency Grant to Regional Conveners Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Tri-Agency Grant to Regional Conveners Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 6. The applicant assures to carry out the roles and responsibilities of a regional convener for a geographic region with boundaries identical to those of the workforce development area.
- 7. The applicant assures to identify at least one staff person, who meets the qualifications and experience of a regional convener lead as outlined in these guidelines, with adequate time allocated to the work of this grant project and who will serve as the regional convener lead.
- 8. The applicant assures to identify multiple staff at the regional convener organization to engage in the work and participate in the designation process. This includes someone in an executive leadership position who has decision-making authority on behalf of the regional convener organization.
- 9. The applicant assures to complete all grant activities and deliverables in a timely manner, as described in the description of program and performance and evaluation measures.
- 10. The applicant assures to coordinate with their assigned coach, to be provided by TEA for technical assistance, and meet with their coach frequently throughout the project, including within the first month to align on program priorities and requirements.

Statutory/Program Assurances cont'd

- 11. The applicant assures to convene and engage a cross-sector pathways leadership team in the strategic planning process within the first three months of the grant project.
- 12. The applicant assures to develop an asset map and gap analysis within six months of the grant start date under the direction and guidance of their assigned coach. In addition, the applicant will keep this landscape analysis updated throughout the grant project.
- 13. The applicant assures to develop, in collaboration with members of the cross-sector leadership team, a strategic plan and supporting action plans within the first 12 months of the grant project.
- 14. The applicant assures to plan and execute work-based learning that will address K-12 gaps and will expand upon existing work-based learning within their region.
- 15. The applicant assures to participate and engage in statewide training and convenings during the grant period.

Statutory/Program Requirements

1. **Current Regional Landscape** - Describe the key career and education pathway initiatives and/or programs currently underway in your region, including those funded by TEA, THECB, and/or TWC, and your current level of involvement in those initiatives. Please also describe the current staff you have in place to support these initiatives and/or programs who will continue to be involved in this project and any new staff you would like to use grant dollars to hire to support this work. Describe the qualifications and experience of the staff person who will serve as the regional convener lead for this grant project.

80% of Region 3 districts are small and rural. Seventeen public school districts within the Golden Crescent WDA are in the process of implementing or refining Programs of Study and aligned Industry-Based Certifications. For the 2022 - 2023 school year these districts are offering a total of 53 programs of study serving approximately 7,700 CTE students. Two of these districts offer P-TECH programs as well. (Note - Region 3 also serves 3 LEAs within Coastal Bend WDA, 2 LEAs within Alamo WDA, and 11 LEAs within Gulf Coast WDA).
To date, DOL sanctioned pre-apprenticeships and apprenticeships have been established by Dow (process technicians, instrument and electrical technicians, and maintenance mechanics) and Mid Coast Construction Academy (MCA) (plumbing, electrical, and HVAC). MCA has received Texas Industry Partnership grant funds for program start-up and High Demand Job Training grants for expansion.
Victoria College (VC) offers dual credit and credit by exam options for high school CTE programs that can matriculate into Trade and Industrial and Health Science associates degree programs.
University of Houston - Victoria (UHV) offers Bachelor's and Master's degrees in education, health science, and business. UHV is expanding to offer Bachelor's degrees in computer science, engineering, and construction management.
Region 3 ESC provides technical assistance and professional development to assist LEAs in implementation and evaluation of Programs of Study. We also assist districts with preparation and follow through on bi-annual Comprehensive Local Needs Assessment (CLNA). We support the Jackson County Tri-ISD Consortium. Region 3 partners with GCWDB, VC, UHV, and Crossroads Business and Education Connection (CBEC) to host regional Career Fairs, Career Expos, and Job Fairs for 8th - 12th graders. We co-sponsor Career Exploration events for migratory and homeless students and helped launch a summer summit for girls to explore non-traditional careers. Region 3 applied to TEA on behalf of our LEAs to access two existing TEA approved regional programs of study for cosmetology and personal care and industrial maintenance, and both have been approved.
Region 3 CTE Specialist Kathy Hunt would assume the role of Regional Convener lead. She joined Region 3 in April 2022. Hunt is an engineer with over 30 years experience in the energy and manufacturing sectors. She taught CTE and academic science courses at rural and semi-urban school districts for 10 years. Hunt was executive director of CBEC. She serves on GCWDB as a director, member LMI Committee, and chair of Youth Advisory Committee. Hunt helped organize and lead a consortium of employers and Victoria College to establish the Process Technology Associate's degree program and she teaches PTEC courses for VC. Other Region 3 ESC staff members to be involved include specialists for CTE, special populations, counseling and core academic subjects; IT; marketing; and administration.

2. **Regional Convener Priorities** - What are your priorities for strategic alignment across current state, regional, and local pathways initiatives in the WDA? What would be necessary for that alignment to take place?

Priorities for Strategic Alignment

- On-going conversations with employers to keep LMI current so LEA CLNAs are more robust and Programs of Study are better aligned
- More engagement with a wide range of employers on Industry-Based Certification to ensure these are valued
- Cross-sector & LEA Partnerships - particularly for small and rural districts that have limited resources and teachers
- Programs of Study will embrace K - 16 philosophy
- Better integration of rigorous core academics and CTE
- Effective advising - matching students with the right Program of Study for success, growing the number of CTE students
- Provide a continuum of WBL experiences following the Tri-Agency Model

Required for Strategic Alignment to be Successful

- One-on-one conversations with employers, or in small groups, or as professional cohorts
- Development of Regional CTE Advisory Committee and recruitment of members.
- Hands on help from business and community partners - career advisors / mentors, provide WBL (career speakers, career / job fairs, tours, job shadowing, student internships / apprenticeships, teacher externships, employee release to teach CTE classes in schools / virtually)
- Funding for staff, equipment and supplies for classrooms, stipends for students and teachers, substitute pay, student transportation to job sites, purchase student uniforms and equipment for jobs
- Finding qualified teachers and internship / apprenticeship opportunities for students - especially in small, rural districts. Investigate Rural Schools Innovation Zone or other models
- Upgraded and expanded promotion of CTE and Programs of Study to parents, students, staff, community. Traditional & Social media.

Statutory/Program Requirements (Cont.)

3. Regional Alignment Experience - Describe your organization's experience leading strategic planning to support regional career and education pathways (or related education and training initiatives) in collaboration with stakeholders representing a mix of industry, K-12 education, higher education, and workforce development entities.

Region 3 facilitates the process of the bi-annual Comprehensive Learning Needs Assessment (CLNA) for all LEAs within our geographical area. CLNA support includes workshops for district personnel on the CLNA process and technical assistance on how to complete and implement the CLNA, individualized consultation with the district employee(s) preparing the report, additional research on current LMI, sharing of best practices between LEAs, review of draft applications, and follow up assessments on implementation and fidelity.

Region 3 recently led the successful effort to obtain approval from TEA to add the existing Regional Program of Study for Industrial Maintenance to those available for our LEAs to offer. We canvassed regional employers from all clusters and verified a need for employees who have basic construction, electrical, plumbing, and HVAC education and hands-ons experience. GC Workforce Development Board provided focused LMI data and anecdotal information from employer job requests. Victoria Economic Development Corporation validated this is a skill set that companies looking to expand or locate in our region would want. Mid Coast Construction Academy and Victoria College offer courses that would fit the curriculum. Additionally, Region 3 ESC led the effort to leverage the TEA approved Regional Program of Study of Cosmetology and Personal Care Services several years ago.

4. Regional Data Experience - How do you currently monitor progress and measure quality of career and education pathway programs or initiatives? What do you currently use as metrics or key performance indicators (KPIs) to understand the strength of your region's pathway programming?

Region 3's Current Monitoring Methods for Progress and Quality of CTE Pathway Programs and Initiatives

- CTE Reports from TEA
- Regional and District Industry-Based Certification (IBC) and Program of Study (POS) Alignment Reports from TEA
- Student Data Reports from Career Exploration Platforms (such as Xello, Major Clarity, Schoolinks, YouScience)
- District CCMR Reports
- TEA TAPR (Texas Academic Performance Report)
- Vendor generated CTE reporting tools (for example OnDataSuite)
- Comprehensive Local Needs Assessments
- Campus and District surveys - anecdotal and statistical

KPIs Presently Used and Measured

- CTE student graduation rate
- Number of IBCs earned
- Number of POS Completers (in POS with aligned IBCs earned)

Region 3 Plans for Additional Monitoring Methods for Progress and Quality of CTE Pathway Programs and Initiatives

- TWC employment database
- Employer surveys
- Student surveys and use of on-line career / college exploration platform

KPIs to Add and Measure

- Number of students with internships or apprenticeships
- Number of students pursuing post-secondary degree related to completed POS
- Number of students employed in a career related to the completed POS
- Number of employers offering career preparation, practicums, internships, pre-apprenticeships

Statutory/Program Requirements (Cont.)

5. Regional Work-Based Learning Experience – Using the Tri-Agency WBL Continuum attachment available on the TEA Grant Opportunities webpage, describe your experience planning, implementing and/or monitoring work-based learning activities aligned within each of the following categories: a. "Learning about Work"; b. "Learning through Work"; and c. "Learning at Work"

a. Learning About Work

- Region 3 researched several career / college exploration platforms on behalf of the LEAs we support. Xello was selected as a mutually beneficial tool to be funded through Perkins V SSA funds. Xello is also offered at a discounted subscription rate to our non-SSA members through contracted service with Region 3. Region 3 facilitates professional development for LEA personnel that is given by Xello trainers and assists with classroom, campus, and district level implementation. We provided information on company's willing to attend career fairs and offer career day speakers and career mentors. Region 3 monitors usage quarterly with follow up to LEAs to encourage maximum student participation.
- Region 3 partners with GC WDB, Victoria College, University of Houston - Victoria, and CBEC to host Career Fairs / Career Expos / Job Fairs for 8th - 12th grade students our times a year. We assist with planning, facility rental, logistics, school and employer recruitment, and reimbursement for transportation costs for SSA schools. These events feature interactive employer booths and break out sessions on topics such as resume writing and review, interview skills, and apprenticeships. Region 3 staff also assist by staffing a booth or making presentations related to careers in education. Results are monitored by student, teacher, and employer surveys, student job applications, and employer job offers.
- Region 3 began co-hosting the Non-traditional Employment for Women (NEW) Experience for 8th grade girls in July 2022 with CBEC. Planning will begin soon for this summer's event. Impact is monitored using participant surveys and follow up with school counselors on the girls' high school graduation plans and freshmen year course selection.
- Victoria ISD and Region 3 are planning a Job Shadow event for 11th and 12th graders for March 2023. The event will be monitored using student, employer, teacher, and parent surveys.

b. Learning Through Work

- Region 3 provides opportunities for organizations offering apprenticeships to share information with school personnel at CTE Directors' meetings each year. Monitoring is anecdotal based on information shared by pre-apprenticeship program managers, participating students, teachers, and counselors. Currently Mid Coast Construction Academy (MCA) sponsors electrician, plumber, and HVAC technician pre-apprenticeship programs for juniors and seniors.
- Region 3 is helping districts expand the Xello database with regional employers offering career preparation experience, practicums, internships and/or apprenticeships. Progress on populating database and student usage is monitored quarterly.
- Region 3 provides professional development for CTE teachers of Career Preparation and Practicum courses. We will review the TEA required documentation from a random sample of 5 LEAs mid-year and at the end of the school year.

c. Learning At Work

- Region 3 provides opportunities for organizations offering apprenticeships to share information with school personnel at CTE Directors meetings each year. Monitoring is anecdotal based on information shared by apprenticeship program managers, participating students, teachers, and counselors. Currently Dow sponsors apprenticeship programs for process technicians, instrument & electrical technicians, and maintenance mechanics (millwrights) for graduating seniors.
- Region 3 continues to promote high school Career Preparation and Practicum programs to regional employers one-on-one or in economic development related forums
- Region 3's Special Education Dept. has a Transitional Jobs Specialist who assists LEAs with planning, implementation, operation and monitoring of their programs
- Region 3 CTE Specialist assisted MCA with the preparation of a grant application to Jobs for the Future Youth Apprenticeship

The desire to expand all three of these WBL continuums - especially Learning Through Work and Learning At Work - is a main goal of the grant application for Region 3 to become a Regional Convener.

Statutory/Program Requirements (Cont.)

6. Regional Convener Responsibilities - Describe any current work your organization performs related to the additional functions of regional conveners listed below. If there are functions you do not perform, describe how a partner organization performs the function and your working relationship with them. If there are functions that are not currently performed by either your organization or a partner, provide context for why it has not been a focus of your organization's work to date. a. Analyze labor market information and work on an ongoing basis to ensure career and education pathways are aligned to in-demand industries in the region; b. Convene a cross-sector leadership team made up of education, workforce, and industry stakeholders to develop and implement a regional vision and strategy; c. Engage employers and broker relationships with education and training providers; d. Streamline communicating information across the region; and e. Drive sustainability planning, including coordinated funding strategies, across education and workforce development entities.

- a. Analyze LMI and on-going work to ensure career and education pathways align to in-demand industries
 - Providing technical assistance to LEAs in preparing, implementing, following, and refreshing CLNAs
 - Researching subscription to products such as Lightcast to obtain more current LMI information
 - Attending Victoria Economic Development Corporation's weekly Partnership Meeting and participating in their periodic LMI workshops and those of UHV's Center for Regional Collaboration
- b. Convene a cross-sector leadership team
 - Region 3 is in the process of creating a Regional CTE Advisory Committee of employers and Region 3 CTE Directors
 - Region 3 CTE Specialist chairs the GCWDB Youth Advisory Committee that include these stakeholders to prepare an annual Strategic Plan for Communities in Schools and WIOA with quarterly meetings to monitor progress and recommend program adjustments based on data-driven analysis
- c. Engage employers and broker relationships with education and training providers
 - Region 3 assists with recruitment of employers to attend career fairs, provide career speakers for classrooms or at special events targeted to certain student populations, host job shadow events, and provide student internships and teacher externships
 - Region 3 works with Mid Coast Construction Academy (MCA) on school and student recruitment
 - CTE Specialist serves on 12 CTE Advisory Committees for Victoria ISD and 4 for Victoria College and is a member of the CBEC board
 - CTE Specialist is an adjunct process technology instructor for Victoria College and Wharton County Community College and was the implementing instructor for the Jackson County Tri-ISD Consortium's Construction Tech course
 - Attending area Chamber of Commerce events to network with employers for on-going and future engagement with WBL opportunities
- d. Streamline communicating information across the region
 - Region 3 provides regular emails to stakeholders on CTE communications from TEA, GC WDB and TWC, and our post-secondary partners (VC and UHV)
 - Region 3 is in the process of relaunching our monthly CTE eNewsletter. CTE success stories, grant and WBL opportunities, professional development schedule are included in the Region 3 eNewsletter.
- e. Drive sustainability planning, including coordinated funding strategies
 - Region 3 continues to drive LEAs to create more robust and LMI-focused CLNAs that genuinely address the needs of regional employers and incorporate and act on their suggestions. We are working on a formal evaluation program to check on LEA fidelity of implementation of CLNA action plans.
 - Region 3 held a CTE Directors meeting featuring the TWC Employer Engagement and Community Outreach Specialist and a representative from GCWDB Administrative Staff to discuss innovative programs from across the state and grant opportunities.
 - Writing letters of support for LEAs in our region applying for JET Grants or other grants

A Regional Convener grant would provide training and technical assistance for Region 3 to expand work in these 5 areas

Statutory/Program Requirements (Cont.)

7. **Partnerships** - Describe your current partnership(s), including the specific activities involved, with the following: a. Industry partnerships or specific employer partners (by sector); b. Postsecondary education; c. Secondary education; and d. Workforce or economic development.

a. Industry partnerships

- Petrochemical Consortium - Region 3 shares information on Programs of Study and Industry-Based Certifications offered in area schools, provides data on school performance, and connects employers to counselors to recruit graduating seniors for employment. Employers are always willing to attend career fairs and other WBL events.
- South Texas Chapter of the Society of Hiring Managers (S TX SHRM) - provides connections to school counselors for student recruitment. Members of S TX SHRM volunteer at Career Expos / Job Fairs for 11th and 12th graders to review resumes, offer interview advice, conduct hold mock interviews.
- Victoria Police and Fire / EMS Depts and Jackson County Fire / EMS frequently volunteer for career fairs and other events
- Manufacturing Sector - Caterpillar and Tejas Industries LLC provide career speakers, often sending employees who are in non-traditional careers such as female welders. These two companies and Clegg Manufacturing are go-to advisors on skills students need to prepare to work with high tech and constantly evolving equipment.

b. Post-secondary education

- Victoria College - Collaboration on high school career fairs and related events (such as Women in Industry Day, GenTx Education to Employment Summit - E2E). Participation on Advisory Committees for Process Technology, Industrial Trades, Welding, and Health Science.
- University of Houston - Victoria - Collaboration on high school career fairs and related events such as E2E, GenTx
- * Wharton County Junior College - Participation on Process Technology Advisory Committee
 - * This community college primarily serves Region 3 LEAs that are within the Gulf Coast WDA

c. Secondary Education

- Region 3 provides a wide-range of CTE services to the 13 LEAs within the GC WDA (plus 17 others that fall within Alamo, Gulf Coast, and Coastal Bend WDAs) related to alignment with regional LMI, Program of Study implementation and evaluation, and finding WBL opportunities for students
- Region 3 CTE Specialist is a member of all VISD CTE Advisory Committees
- Providing technical assistance to the Jackson County Tri-isd consortium on Programs of Study, curriculum, and Industry-Based Certification alignment
- Region 3 Counselor and CTE Specialists regularly attend campus specific career fairs and career speaking events

d. Workforce and Economic Development

- Golden Crescent Workforce Development Board and Communities in Schools Golden Crescent - CTE Specialist is board member and involved with LMI and Youth Advisory Committees. We partner with GC WDB on career fairs / career expos / job fairs with 8th - 12th graders.
- Victoria Economic Development Corporation - assist in providing information on area school districts, specifically Programs of Study, to employers considering expanding or locating new operations within the WDA
- Our CTE Specialist has her own membership with the Victoria Chamber of Commerce, Jackson County Chamber of Commerce, and the Port Lavaca / Calhoun County Chamber of Commerce

Statutory/Program Requirements (Cont.)

8. Budget narrative - Describe how the proposed budget will support the goals of the program. Please include justification for the specific funding allocations in the proposed budget, including how costs are connected to the grant activities described in this solicitation. Please also describe how each item in the proposed budget will support the needs of the regional team, beyond any one specific regional partner. In addition, include a description of other funding sources the region will leverage, if any, to support implementation of this project and future work.

- Payroll
 - FTE Regional Convener Lead (Region 3 Staff Person) - program administration; networking with key stakeholders; meeting and event planning and execution; 2-year action plan creation and implementation; MOU templates; guidance materials for students, teachers, employers
 - Other Region 3 Specialists - for example core academics to develop and deliver professional development on how to better integrate with CTE curriculum, special populations outreach, counselor to connect to Effective Advising Framework
 - Other Region 3 Personnel - marketing, website & newsletter, IT, executive and office support
 - Stipends for Non-Region 3 Members of the Pathways Leadership Team (5) - as directed by grant workbook guidance
 - Convening Team Meetings (at least one per month in person, others as needed via Zoom)
 - Regional Advisory Committee Meetings (2)
 - Workshops for Educators and Employers on Vision for High-Quality WBL (2 required by grant)
 - Travel & Registration Fees
 - Regional Convener to meet with employers, Chambers, EDCs, schools for planning, implementation, and monitoring
 - 5 members of Pathways Leadership Team to attend one statewide convening in Austin and one nationwide convening in Boston as required by grant
 - Tours of TRPN or other innovative districts for Pathways Leadership Team (2 or 3 depending on distance)
 - Student travel to career fairs, cooperative learning centers, internships / apprenticeships
 - Rental on Facility for Career Fairs / Career Expos / Job Fairs (at 3 sites) and Key Stakeholder Summit. Region 3 office space for Regional Convener and administrative assistant.
 - Supplies and Materials - Regional Convener & Office Assistant (office supplies, meeting materials)
 - Supplies and Materials - Student Interns / Apprentices (create a customized kit for 26 students with uniforms, tools, etc. needed for their assignment)
 - Supplies and Materials - - for 2 - 3 new Multi-LEA Consortiums and possible support for Jackson County Tri-ISD Consortium to expand or update (such as non-capitalized equipment, supplies, curriculum)
 - Stipends for Student Interns / Apprentices (2 per district for total of 26)
 - Professional and Contracted Services
 - Rural Schools Innovation Zone (or similar organization) - technical assistance for WBL expansion or creation
 - Westat (or similar vendor) or a UHV grad student - Data Infrastructure (examples noted in grant guidance - Asset / Gap Map, WBL outcomes, pathway outcomes, regional stakeholder satisfaction survey, customer relations management system)
 - Lightcast subscription for evergreen and localized / regionalized LMI
 - CBEC - match for staff support of employer recruitment and event management
 - Regional Convener and Office Assistant - telephone / fax / cellular
 - Regional Communications and Outreach Materials (as required by grant). Internal service arrangement with Region 3 ESC marketing and communications staff and high school graphic arts and AV CTE students
 - Website Development and Hosting
 - eNewsletter Template Development and Production
 - Student and parent friendly and other multi-media promotional materials
 - Region 3 indirect costs - 4.812%
- Leverage Funding from Partners for this Project or Future Work -
- GC WDB - career expos / career fairs / job expo facility rental, lunches, student transportation, expertise
 - CBEC - match of in-kind staff support for student, educator, employer events and providing food and supplies, expertise
 - Industry Partners - underwrite workshops costs for educators and employers. expertise
 - VC & UHV - in-kind donation of facilities. expertise
 - Pathway Leadership Team ISD - in-kind donation of facilities

Appendix I: Amendment Description and Purpose (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment