



2021-2022 CTE Perkins Reserve

Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2021

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)

Grant period: From 07/01/2021 to 08/31/2022 **Pre-award costs:** ARE NOT permitted for this grant

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

Focus Area Selection

Focus Area 1

Focus Area 2

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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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. 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 80% reserve on the NOGA is lifted.

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
On average only 3.6% of students in the Heart of Texas Cross-sector Regional Pathway (CRP) graduate with an Industry-Based Certification (IBC) leading to a high-wage in-demand career pathways in STEM	CRP LEAs, industry-partners, Prosper Waco, and IHEs will expand a coordinated IBC training and testing effort started by UpSkill Waco as apart of Prosper Waco by funding a coordinator position and data studies to guide programmatic solutions for the five LEAs and industry-partners.
CRP LEAs need to increase the current percentage (9%) of students accessing and completing programs of study leading to industry-based certifications and degrees of value in STEM fields	Using program funding, each LEA will purchase industry-specific equipment and supplies to align Level I,II,III program of study coursework for each regional pathway in order to prepare students for Work-Based Learning and become completers of the program of study before graduation.
There is a need to ensure equitable access to Work-Based Learning (WBL) experiences and cross-sector business partnership internships	Funding will allow Prosper Waco, intermediary and collective impact partner, to convene, coordinate, and expand WBL experiences by expanding on UpSkill Waco's work in pathway internships, teacher externships, student competitions, and career exposure driven by CCMR data studies for the pathway partners

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.

The Heart of Texas Cross-sector Regional Pathway (CRP) LEAs will increase the number of students earning an Industry-Based Certifications (IBC) leading to pathway careers by 30% during the 2021-22 school year as documented by CCMR outcomes and accountability data reports.

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

The Program Advisory Committee (PAC), a Prosper Waco community working group made up of representatives from each LEA, IHE, and industry partners will; 1) determine data collection methods that will include project records, student records, IBC test results and preparation survey results; 2) Prosper Waco will meet bi-monthly with the PAC to promote program awareness and pathway offerings; 3) parent and student meetings will be held to disseminate information on the CRP expansion, opportunities, and the guidelines; 4) ensure strong college and career advising plan is prepared for each LEA, and counseling supports are being built at the, LEA, IHE, and industry-partner level as well as the integration of rigorous academics for program of study courses.

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

Any changes in program activities will be reviewed and recommended as a result of the first quarter analysis; 2) reports such as attendance, college and career advising activity reports, career-focused learning surveys and performance assessment data (grades and IBC progress) will be examined to make sure there is alignment with CRP goals and objectives; 3) interviews, surveys and community working groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the management plan.

Third-Quarter Benchmark

As the grant draws to a conclusion, the campus LEA representatives, WBL coordinator and, the Prosper Waco programmatic team will review and prepare reporting on; 1) data to determine growth such as an increase in IBC access, testing, and passing rate by grade, teacher and other demographic factors, and increase of students enrolling in level I,II,III course work in CRP programs of study at the respective LEAs, an increase in class projects that are of high quality utilizing grand funded industry-standard equipment; 2) the Program Advisory Committee will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery content, and performance measures of the programs of study; 3) Prosper Waco will assess sustainability for future expansion of the CRP utilizing LEA foundation school program funds from CCMR outcomes bonus as a result of IBC success, Perkins funds from program growth, and solicit external funding.

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 process to collect data includes IBC progress data, program of study coursework level progression, STAAR and EOC scores, quarterly reporting, scheduled management team meetings, and evaluations after each activity. Changes in program activities will be reviewed and recommended for sustainability as a result of the 3rd quarter report. Using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. Quantitative measures include required scheduled reports, attendance and discipline records, satisfaction surveys, and performance assessment data (grades and IBC outcomes). Qualitative evaluation methodologies such as interviews, college and career advising updates, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the grant management plan. Data collection methodologies such as WBL coordinator observations and industry-partner/teacher/student surveys will be used to assess program progress. The Program Advisory Committee will refine, improve, and strengthen the program. Formative evaluation will begin during project development and will continue through the year of the project. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the quantitative and qualitative assessment of each activity. This will ensure progress toward the summative SMART goal will be made to ensure that the quality of the program implementation is maintained. These strategies include measures designed to show gains in student learning and skills as well as evidence of program impact on all stakeholders. The WBL Coordinator will communicate monthly with the Program Advisory Committee to ensure that programming sessions and activities are of high quality and relevant to the curricula being used. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly. Continual input from stakeholders will ensure quality in all activities and products.

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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. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins Reserve 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 provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
7. The applicant provides assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

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9. Program Requirements

1. **Summary of Program (Focus Area 1):** Provide an overview of the program to be planned and designed with grant funds. What pathway will be developed and how will each stakeholder support the pathway planning? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

The Heart of Texas Cross-Sector Regional Pathway (CRP) project will involve (5) LEAs interested in developing and support the CRP in STEM: Rapoport Academy Public School (RAPS), West ISD, Connally ISD, and China Spring ISD as partner LEAs, with Prosper Waco serving as the intermediary organization. The CRP project will develop work-based learning (WBL) opportunities in STEM CTE programming. Prosper Waco will use funding to hire a WBL coordinator to work with LEA partners, incorporate career coaching into CTE WBL pathways, implement Salesforce to track WBL data, and create a WBL toolkit for each CTE pathway. Prosper Waco will also contract with ContigoED to conduct a CCMR study for each partner district. All CRP partners will work together to host two Design Thinking Sessions with school counselors, industry, and higher education partners; implement Future of Waco Training Camps for graduating seniors; increase summer CTE competitions for 9th-11th graders; and develop additional teacher externships. Currently, RAPS, China Spring provides STEM CTE programming, with Lorena, Connally, and West looking to develop STEM CTE pathways. The goals of CRP are to increase industry-based credential (IBC) attainment, increase the number of students in CTE work-based learning, and increase the number of students completing CTE programs of study. Overall, the regional pathways approach aligns with current education and workforce system alignment efforts, which Prosper Waco is currently coordinating and facilitating in our region.

2. **Summary of Program (Focus Area 2):** Provide an overview of the program to be implemented with grant funds. What pathway will be implemented and how will each stakeholder support the pathway? In the past, how have stakeholders previously contributed to pathways development in the region? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

N/A

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9. Program Requirements (Cont.)

3. Program of Study (Focus Areas 1 and 2): The applicant must identify -- in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce -- high-wage and in-demand occupations and TEA approved statewide or regionally approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use LWDA Labor Market information and resources from TEA to demonstrate labor market alignment. Identify the strategy behind this program of study and what the intended education and career outcomes are.

Heart of Texas Cross-sector Regional Pathway (CRP) for Engineering in the STEM career cluster:
Engineering leads to a career in technical fields with multiple exits including by industry certification by graduation for Autodesk Professional, Certified Solidworks Associate, and OSHA30 as well by degree through IHE partners in Engineering Technology, Mechanical/Electrical Engineering, and Master's level engineering with an Engineering Technology median wage for the Heart of Texas region being \$65,156 (HOT Workforce Board data, 2021). Engineering has an expected growth rate ranging from 19% to 23% for STEM careers. The CRP for STEM is an emerging pipeline of rigorous academics and industry certifications for the Heart of Texas region through the growth of the College and Career Readiness School Model T-STEM academies. Based on demand and forecasted growth, the Perkins Reserve grant will build capacity in five Heart of Texas LEAs to meet the labor market demand of industry-partners. With the sustainability and wrap around services of UpSkill and Propser Waco, students from each LEA will be able to access the CRP and gain employment in the high-wage in-demand industry with the ability to UpSkill through a graduate degree in STEM from local IHE partners.

4. Intermediary Capacity (Focus Area 1): The applicant must describe how they will build the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to- convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's plan to increase capacity during the planning year and the plan to provide adequate staff capacity to this grant.

The mission of Prosper Waco is to build an environment in which all members of the Greater Waco community are able to measurably improve their education, health, and financial security. To accomplish this, Prosper Waco uses the Collective Impact model to promote systems thinking, build community capacity, and direct collective impact efforts. To bring these sectors together, Prosper Waco convenes and coordinates cross-sector stakeholders to study and collect data, conduct gap analysis, align projects, and secure funding to support and sustain community work. Prosper Waco currently supports regional education and workforce development efforts by leading the Waco Employer Resource Network (WERN), Education, Workforce and Talent Alliance (EWTA), and McLennan College Access Network (MCAN) working groups as well as the UpSkill Waco initiative. UpSkill Waco is the connecting point between these working groups and is an initiative to increase education-to-workforce system alignment and build regional capacity to provide industry-driven workforce training in high-demand occupations. Incorporating the cross-sector regional pathway (CRP) into UpSkill Waco's infrastructure will build capacity for Work-Based Learning opportunities, data collection and evaluation, and continuous improvement. Overall, CRP's alignment with UpSkill Waco demonstrates Prosper Waco's existing capacity to serve as the intermediary for this grant and ensure future sustainability.

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9. Program Requirements (Cont.)

5. **Intermediary Capacity (Focus Area 2):** The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to -convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

N/A

6. **Crosswalk (Focus Areas 1 and 2):** The applicant must provide, for all pathways a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study to complete a certificate, at a minimum, or receive an associate degree from the partnering general academic teaching institution(s) within two-years of graduating from high school. The crosswalk should align to the higher education program of study curricula where applicable and demonstrate how the program of study can lead to a post-secondary certification and credentials, up to and including, a bachelor's degree or beyond. For Focus Area 1 applicants, this crosswalk should demonstrate a sample or proposed crosswalk of the pathway that will be developed. For Focus Area 2 applications, this crosswalk should be a likely sequence of courses based on prior planning.

Engineering Program of Study in the STEM career cluster
LEA:
Level 1 - Principles of Applied Engineering or Computer Aided Drafting and Manufacturing (ENGR 1201)
Level 2 - Manufacturing Engineering Technology I (ENGR 1304)
Level 3 - Engineering Design and Problem Solving or Digital Electronics (ENGR 2304 or PHYS 2326)
Level 4 - Practicum in STEM / Career Preparation (ENGR 2105 / LAB)

IHE:
Certificate 1 in Drafting and Design at Texas State Technical College
Engineering Technology Associates of Science
Bachelors in Engineering

IBC:
Certified Solidworks Associate
Autodesk Certified Professional
Occupational Safety and Health Administration 30 hour general safety certification (OSHA30)

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9. Program Requirements (Cont.)

7. **Strategic Partnerships (Focus Areas 1 and 2):** Identify regional partnerships and/or initiatives that are aligned to Tri-Agency efforts and are already in place that provide an advantage in developing (focus area 1) or implementing (focus area 2) the proposed pathway(s). Describe how these specific partnerships and/or initiatives will be utilized to strengthen the foundation of their proposed cross-sector work, which is paramount for a regional pathways approach.

Current regional partnerships and initiatives that align with Tri-Agency efforts include the Education, Workforce, and Talent Alliance (EWTA), Waco Employer Resource Network (WERN), and McLennan College Access Network (MCAN) working groups as well as the UpSkill Waco and Talent Pipeline Management (TPM) initiatives. EWTA serves as the local P-20 council to align local secondary and post-secondary education providers with industry needs. WERN connects employers with organizations that provide job readiness and wraparound support services to job seekers and employees. MCAN is composed of local school district counselors and college access organizations to support student access and persistence to postsecondary education. UpSkill Waco is an initiative to increase education-to-labor market systems alignment and build regional capacity to provide industry-driven workforce training in high-demand occupations. TPM is an emerging collaboration with Prosper Waco, UpSkill Waco, and the Greater Waco Chamber of Commerce to utilize the U.S Chamber of Commerce's TPM data system to compile and communicate local business labor needs to higher education and other training providers. Using UpSkill Waco as the coordinating body, each CRP pathway community working group will be convened with key stakeholders from these Tri-Agency efforts. As a result, the continual coordination, communication, and ensure sustainability between CRP and existing working groups will build capacity for strong regional education and workforce system alignment. Additionally, as the intermediary, Prosper Waco will continue to participate in Texas 2036's Aim Hire Texas initiative to connect with statewide efforts and ensure continual alignment with Tri-Agency efforts.

8. **Budget Narrative (Focus Areas 1 and 2):** Describe how the proposed budget will meet the needs and goals of the program --for staffing, supplies and materials, contracts, travel, etc. --in particular, how will funds increase intermediary capacity? 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. How will budget funds be allocated to all stakeholders?

The grant budget will enhance and expand the programs of study served under the CRP by; 1) providing staffing needs to support the intermediary role at Prosper Waco through WBL coordination and data collection, tracking, reporting to CRP stakeholders; 2) providing supplemental extra-duty pay for teachers completing industry externships and certifications training; 3) providing supplemental industry-standard equipment and supplies to utilized by students to complete programs of study on-campus; 4) provide high-quality, industry-standard training for teachers; 5) promote increased student enrollment and participation by providing out-of-school time programs and competitions related to the CRP.

The Program Advisory Committee will use a collaborative decision making model among stakeholders to make adjustments to the budget allocations as necessary to meet programs of study as dictated by future needs of the Regional Cross-Sector Pathway Partners (LEA, IHE, Industry Partner, Intermediary partner). As the Regional Pathways develop, local LEA funding through CCMR Outcomes Bonus, Career and Technical Education weighted funding as well as the solicitation of external funding sources, will be utilize to maintain and improve the quality and capacity of the Regional Pathways.

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9. Program Requirements (Cont.)

9. **Current Pathways** (Focus Area 2): What pathways work currently exists in your region and which stakeholders participate? How does the current work align with the Texas Regional Pathway's Network seven components of a pathway?

N/A

10. Use of Funds (Focus Area 2): How will grant funds be used to: a) increase the number of students in the existing pathway? b) **AND/OR** increase participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved statewide or regional CTE program of study? c) **AND/OR** expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board? Applicants may use LWDA Labor Market Information and resources from TEA to demonstrate labor market alignment. (Note: 2020-21 Perkins Reserve grantees who received Focus Area 1 [planning] grants should describe how they will implement pathways based on this year's planning efforts instead of describing how they will increase the number of students participating in pathways.)

N/A

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. 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.	Extra-Duty pay for Teachers Externships and IBC training	\$22,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Prosper Waco: WBL Coordinator, Teacher externships, Data Coordinator	\$89,800
7.	Maker's Edge Makerspace: Out-of-School Time STEM competitions and memberships	\$28,500
8.		
9.		
10.		

Supplies and Materials

11.	Materials and Industry-specific supplies for CRP LEAs	\$21,200
12.	IBC specific training supplies	\$15,000
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.	Industry-Specific Equipment	\$13,730
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 emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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
<input type="text"/>	
<input type="text"/>	
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