TEA — Texas Education Agency

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: San Antonio Independent School District

Campus name	N/A	CDN	015907	Vendor ID	74-6002167	ESC	20	DUNS	069451631

Address	141 Lavaca Street	City	San Antonio	ZIP	78210	Phone	210-554-2280

Primary Contact	Johnny Vahalik	Email	jvahalik1@saisd.net	Phone	210-554-2610

Secondary Contact	John Strelchun	Email	jstrelchun@saisd.net	Phone	210-554-2535

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	Pedro Martinez	Title	Superintenden	Email	pmartinez1@saisd.net

Phone	210-554-2280	Signature	Pedro Martinez Digitally signed by Pedro Martinez Date: 2021.04.27 13:44:55 -05'00'	Date	04/27/2021

Grant Writer Name	Cliff Zintgraff	Signature	[digital signature]	Date	04/27/2021

○ 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** 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
Emsi data via SA Works: 4,772 postings/mo in demand areas: Aircraft Mech & SvcTech(125), Inspectors, Testers…(144), Prod Workers Other(134), Software Dev, App(1524), Computer Occupations, Other(965), InfoSec Anal(727), Comp Sys Anal(677), Web Dev (476)	Create the Tech Port San Antonio (TPSA) Pathway Network, a group of K-12, higher education, non-profit, and employer partners. Address pathway gaps and shortcomings and build new pathways to increase the talent pipeline in these areas. Address student recruiting, teacher capacity, curricula, OST events, internships, apprenticeships, mentors, dual credit, certs, crosswalks.
Existing pathways for mfg, aerospace and cyber are inaccessible to parents and students, and they have gaps. All can be defined and counted. Current student success can be measured.	Produce a public comprehensive list of existing high school-to-college pathways in manufacturing, aerospace and cyber for LEAs and IHEs in Bexar County, including where to see pathways, gaps, and the number of participating students and the percent who are succeeding in these programs.
P-TECHs, Academies, and other school models are attempting to implement pathways. How many such programs are there? What help do they need? Can help be provided? Do STEM deserts still exist?	Identify these programs, document needs, plan ways to assist. Examples: Technical assistance to LEAs and IHEs; awareness of existing curricula, programs, resources; engaging industry volunteers, mentors; available OST programs; more. Identify STEM deserts and partners who can help fill gaps. For all needs in this table, create a strategic plan for building a regional pathway network.

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 8/31/22, TPSA will create a strategic plan for a regional pathway network addressing the labor market needs identified: (1) document existing pathways, and gaps in pathways; (2) find ways to improve inbound student pipeline, teaching capacity, curriculum, OST events, mentorship, internships, apprenticeships, support services, counseling, certificates offered, dual credit, connections to post-secondary education; (3) ID places for new pathways; (4) estimate potential number of new students who might move through the relevant pathways, with a total. Subgoals:
1. Create a matrix of Bexar LEAs/IHEs versus current pathways in manufacturing, aerospace and cyber.
2. Identify gaps per pathway using the Cross-Sector Partnership Tool; identify gaps in general in the ecosystem.
3. Estimate potential for increase in number of students. Document individual opportunities and write strategic plan.

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

1. Complete MOUs between SAISD and all partners.
2. First draft list of all pathways existing in region.
3. Success data pulled (number of students, completions) from TEA data for pathways identified.
4. Survey ready for distribution to pathway owners.
5. Update of labor market data to inform our target.
6. Identification of industry players who can support our work, including and beyond current partners.
7. Initial outreach to all identified industry players.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Drafts of per-pathway gap reports using Cross-Sector Partnership Assessment Tool, and other highlights from pathway owner surveys.
2. Initial draft of overall gaps; resource sharing opportunities; partnership opportunities; location of deserts.
3. Draft of industry resources available identified from outreach efforts.
4. Initial estimate of increased student throughput.

Third-Quarter Benchmark

1. Near final versions of all second-quarter benchmark deliverables.
2. Identification of network partners for final strategic plan.
3. Draft of final report and strategic plan to address gaps, and funding and resources needed to execute.

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 project is execution of a planning grant, with the outcome being the deliverables noted above. The project is fundamentally designed to be responsive to our research--specifically to the pathways identified, the gaps identified in those pathways, opportunities identified for resource sharing, training, and partnerships, and to gaps/deserts noted as a result of research.

The project design is built on the following assumptions. Should our work prove these assumptions incorrect, we would consider project design changes:
Assumption 1: The manufacturing, aerospace and cyber fields have demand occupations in Bexar County.
Assumption 2: There are gaps in pathways along the lines of attributes noted in the opening Plan table, row 1.
Assumption 3: New pathways are needed, especially in STEM deserts.
Assumption 4: We can take actions that increase pathway throughout and make an impact on the talent pipeline for the demand occupations targeted.

Grant leaders will oversee benchmarks and make the needed assessments. The grant's executive lead will be the Director of College, Career and Military Readiness at SAISD. A leadership committee will be formed consisting of the Director of College, Career and Military Readiness at SAISD, the Executive Director of intermediary Alamo Academies, and the Chief Learning Officer of SAMSAT (San Antonio Museum of Science and Technology), who serves as a second intermediary.

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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 ReserveProgram 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** (<u>Focus Area 1</u>): 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 Tech Port San Antonio (TPSA) Pathway Network will build on existing and create new pathways to demand occupations, and especially to those on the campus of Port San Antonio, the former Kelly Air Force Base, while serving the broader region. We build this network on an existing cross-sector partnership at Port San Antonio and the vicinity. We will expand the partnership, strengthen pipelines, connect secondary to post-secondary education, motivate industry support, drive certificate completions, move students into degree programs, and prepare them for industry. We will focus first on high needs students in the school districts near Port San Antonio, many from zip codes with just over $30,000 per-capita income—zip codes in some of the most segregated communities in the U.S.

Port San Antonio is the foundation of our proposal. Named the San Antonio Business Journal's Business of the Year in 2019, the Port is a rapidly growing technology campus and home to jobs in aerospace, advanced manufacturing, cybersecurity, and other growth industries. Employers on the campus include Boeing, Lockheed-Martin, Standard Aero, Booz-Allen-Hamilton, the 16th Air Force (HQ for global offensive and defensive cyber operations), Plus One Robotics, IP Secure, and more. Jobs at these employers reflect our labor demand data.

In K-12 terms, the pathways we seek to develop are generally identified as pathways in STEM or engineering, with some named more closely to the IHE or industry names. We will simultaneously close the talent gap while giving students, especially underserved students, opportunities in rewarding fields. Our effort provides major community benefit. Many schools struggle with elements of pathway implementation. P-TECHs and other new-model efforts have many launch challenges, especially industry relations. Many resource sharing and partner opportunities go unrecognized. We generally believe major gaps exist in schools' offerings. SAISD will oversee the effort. Alamo Academies, as intermediary, will lead industry research and outreach and assist in pathway research. SAMSAT, as second intermediary, will lead pathway research. We will disseminate the strategic plan in ESC-20 on completion.

2. **Summary of Program** (<u>Focus Area 2</u>): 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.

Working with partner LEAs, Alamo Colleges, Standard Aero, Toyota, the CyberTexas Foundation, and Workforce Solutions Alamo, these approved CTE programs of study have been identified as relevant to our grant. We will seek these programs of study during our research and make relevant plans per descriptions above: Advanced Manufacturing and Machinery Mechanics; Manufacturing Technology; Information Technology Support & Services; Networking Systems; Web Development; Programming and Software Development; Cybersecurity; Engineering. Intended outcomes are to identify gaps (qualified teachers, internships, curriculum, etc.) as listed in SMART Goals.
RELATED DEMAND OCCUPATIONS (Unique postings, avg monthly posting, avg monthly hires, avg wage):
(Source: Emsi data, SA Works Jobs Report COVID-19 Edition)
Aircraft Mechanics & Service Technicians, 125, 96, 82, $52.8K
Inspectors, Testers, Sorters, Samplers, Weighers, 144, 106, 139, $36.9K
Production Workers, All Other, 134, 104, 249, $33.8K
Software Developers, Applications, 1,524, 1,181, 157, $103.3K
Computer Occupations, All Other, 965, 759, 90, $84.4K
Information Security Analysts, 727, 573, 35, $89.4K
Computer Systems Analysts, 677, 532, 123, $84.5K
Web Developers, 476, 382, 29, $66.8K

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.

SAISD will build the intermediaries' capacity by convening necessary LEA partners and making connections in support of pathway research, complementing the intermediaries' bringing of industry partners. SAISD will also participate with the intermediaries in seeking training in use of the Cross Sector Partnership Assessment Tool.

The two intermediaries bring significant current capacity: Alamo Academies, and SAMSAT, the San Antonio Museum of Science and Technology. Alamo Academies, a 501(c)3, was founded in 2001 and operates: (1) the Aerospace Academy; (2) IT and Security Academy; and (3) Advanced Technology and Manufacturing Academy. 1,819 students have completed AAAI programs, with 3,900 certificates awarded, and most students completing summer internships. Alamo Academies Board members are representative of all industries. Among its awards are: (1) Bellwether Award Finalist; (2) Manufacturing Skills Standards Council Best Practices; and (3) National Journal Top 5 Workforce Innovations. SAMSAT is a merger of a museum and STEM education non-profit. SAMSAT has served 120,000 K-12 students since 2012. Major sponsors are Port San Antonio and The Boeing Company. SAMSAT offers 25 curricula as part of SAMSAT Academy, a pathway and digital badge model for K-12 STEM engagement. SAMSAT follows the model described in the Springer book publication "STEM in the Technopolis" developed by SAMSAT's Chief Learning Officer. Both organizations will dedicate staff as described in the budget.

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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.

A primary activity of the planning grant will be the assessment of crosswalks for pathways reviewed, identification of potential improvements, and the potential for new crosswalks, all across the multiple CTE pathways relevant to manufacturing, aerospace and cyber. Alamo Academies already gathers crosswalks from area school districts which align to our programs of studies, all leading to an AAS degree with Alamo Colleges District. An example of a four-year cyber P-TECH crosswalk can be found on the SAISD website (https://schools.saisd.net/page/open/104380/0/Four%20Year%20Crosswalk.pdf). This and other example crosswalks will serve as guides for the pathway research, analysis, and strategic planning activities of the TPSA grant.

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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.

The Tech Port San Antonio (TPSA) Pathway Network will build on established, strong, and long-term relationships among key partners. As noted, Port San Antonio is at the heart of our partnership. The Port is located on the campus of the former Kelly Air Force Base. More than 80 companies, non-profits, and military agencies employ more than 14,000 people on the unique air-, rail- and highway-served property. Together, they generate over $5 billion in annual economic activity throughout ESC-20 region. In February of 2022, the Port opens its 120,000 sq. ft. Innovation Center, including an events center and a new home for SAMSAT's museum. Those spaces complement the current SAMSAT Education Center, a 27,000 square foot training and event facility.

Port San Antonio is SAMSAT's major sponsor. The Boeing Company is a major SAMSAT sponsor and long-time presence on the Alamo Academies Board of Directors. SAMSAT's Chief Learning Officer was a founder of Alamo Academies IT and Security Academy in 2001, and is a current Board Member. Among the additional partnerships already maintained by Alamo Academies, SAMSAT or both are: Boeing, Standard Aero, Microsoft, San Antonio Manufacturer's Association, CyberTexas Foundation, CPS Energy, Joint Base San Antonio-Lackland, numerous ISDs, Alamo Colleges, UTSA, San Antonio Mayor's Office, Workforce Solutions Alamo, San Antonio Hispanic Chamber, Geekdom, CivTech SA, San Antonio Housing Authority, Communities in Schools of San Antonio, SAMMinistries, Port-area neighborhood and service organizations, and many more.

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 vast majority of funding will be allocated to intermediaries Alamo Academies and SAMSAT to perform industry capacity building, pathway research, and to document results and plan for implementation. SAISD will oversee efforts as previously noted. Intermediaries will use the bulk of their funding to dedicate staff to the outreach and research tasks described above. Additional details:

* SAISD: Oversight of grant, and convening of partners to support outreach and research, and contract with Alamo Academies and SAMSAT for the services listed below.
* Alamo Academies: Formal intermediary; capacity building with industry – expand industry partnerships; assist in pathway development and competencies; and co-author final report and strategic plan.
* SAMSAT: Second intermediary; K-12 pathway and crosswalk research, documentation, and analysis; documentation of existing pathways and gaps ("deserts"); co-author final report and strategic plan.
Less than 10% of the contracted service amount is allocated to travel expenses, and supplies and materials for the intermediaries. One conference trip is budgeted to research pathway best practices; for example, attendance at the National Career Pathway (NCPN) annual conference. Supplies and materials will support program outreach, research efforts and dissemination.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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	45,809
2. Enrollment of all participating private schools	432
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	46,241
4. Total current-year grant allocation	170,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	170,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	4
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	1,588

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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.	
2.	
3.	
4.	
5.	

Professional and Contracted Services

6. Alamo Academies: Executive Director, Project Director, travel/conference, supplies	$85,000
7. SAMSAT: Chief Learning Officer, Project Manager, staff, travel/conference, supplies	$85,000
8.	
9.	
10.	

Supplies and Materials

11. PNP Equitable Services Reservation	$1,588
12.	
13.	
14.	

Other Operating Costs

15.	
16.	
17.	

Capital Outlay

18.	
19.	
20.	

Direct and indirect administrative costs:	$8,351
TOTAL GRANT AWARD REQUESTED:	$179,939

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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

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