2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 29, 2024

TEA Texas Education Agency®

NOGA ID _____

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

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.

Application stamp-in date and time

TEA must receive the application by **11:59 p.m. CT, January 29, 2024**.

Grant period from: **March 20, 2024-September 30, 2024**

Pre-award costs permitted from: **Not Permitted**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

☒ Focus Area 1: Career and Technical Education Course

☒ Focus Area 2: Work-Based Learning Experiences

Amendment Number

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

Applicant Information

Field	Value
Organization	Pioneer Technology & Arts Academy
CDN	057-850
ESC	10
UEI	KQGXX77TEY72
Address	3200 Oates Drive
City	Mesquite
ZIP	75150
Vendor ID	1461537310
Primary Contact	Dr. Derrick Love
Email	dlove@ptaaschool.org
Phone	903-355-4255
Secondary Contact	Shubham Pandey
Email	shubham@ptaaschool.org
Phone	972-375-9672

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

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Field	Value
Authorized Official Name	Shubham Pandey
Title	Superintendent
Email	shubham@ptaaschool.org
Phone	972-375-9672
Signature	*DocuSigned by:* Shubham Pandey D0EBD543346A402...
Date	1/23/2024

Shared Services Arrangements

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

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

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Summer Career and Technical Education Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.

☒ 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.

☒ 7. 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.

Summary of Program (Focus Area 1)

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

MISSION: Our Charter, the Pioneer Technology Arts Academy (PTAA), has a mission to "empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation."
SPECIFIC NEEDS: To help us meet our mission, there are specific needs that need to be addressed within our organization. These needs, which were found utilizing the 2022-2023 Texas Academic Performance Report (TAPR), include but are not limited to:
• Only 12.5% of our Economically Disadvantaged students enroll in a Texas Institution of Higher Education (IHE) after high school. This is almost four (4) times lower than the state average of 46.7%.
• Only 10.4% of our teachers have their master's degree, which is less than half the state's average of 25%. This reduction in credentialing reduces the number of CTE course offerings that are made available to students.
• The average attrition rate for students at PTAA is 24.9%, which is significantly higher than the state average (18.1%). These attrition rates lead to gaps in curriculum coverage and can make it difficult for students to grasp/retain information.
OVERVIEW OF PROGRAM: If awarded the 2023-2024 Summer CTE program under Focus Area 1, our Charter will partner with Dallas College to offer a 2-week long Accelerated Learning CTE Program in the Programming and Software Development Program of Study (POS). As part of this program, we will offer participating students: advanced coursework (i.e. Practicum STEM and Practicum STEM 2 courses), college tours, and TSI preparation courses.
HOW MISSION AND NEEDS ARE MET: These activities will help us in addressing our needs in the following manner:
1. Partnering with Dallas College will ensure that we have the staffing needed to offer students advanced CTE courses.
2. Offering TSI prep courses and college tours will promote post-secondary persistence.
3. Offering innovative STEM-related CTE courses will keep students engaged; thereby, aiding in the reduction of attrition from the campus.
IIn conclusion, our proposed 2023-2024 Summer CTE program, in collaboration with Dallas College, seeks to bridge gaps seen in our Charter. By offering advanced learning experiences, promoting post-secondary persistence, and fostering student engagement in STEM-related courses, we hope to meet our mission of empowering and engaging students to "meet their full potential".

Summary of Program (Focus Area 2)

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

MISSION: Our Charter, the Pioneer Technology Arts Academy (PTAA), has a mission to "empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation."
SPECIFIC NEEDS: To help us meet our mission, there are specific needs that need to be addressed within our organization and community. These needs, which were found utilizing the 2022-2023 Texas Academic Performance Report (TAPR) and the 2023 United States Census Bureau, include but are not limited to:
• The average attrition rate for students at PTAA is 24.9%, which is significantly higher than the state average (18.1%).
• Within our city, there are 227,420 individuals who suffer from poverty. This is equivalent to a 17.5% poverty rate, which is higher than the state's average of 14%.
• Our city's average median household income is over $9,000 less than the state average of $73,035.

OVERVIEW OF PROGRAM: If awarded the 2023-2024 Summer CTE program under Focus Area 2, our Charter will target a total of 15 students to participate in a 4-week long Work-Based Learning (WBL) Program. Students will receive pay for participating in an internship on campus alongside the Charter's IT Department (Letter of Support attached: 1 priority point) and HardiGlobal (Letter of Support attached: 1 priority point), who will teach them relevant trade skills in Programming and Software Development. While participating in internships, students will receive real-world work experience and conduct activities such as: installing firewalls, troubleshooting computer issues, downloading and installing Microsoft Office applications, etc.

HOW MISSION AND NEEDS ARE MET: These activities will help us in addressing our needs in the following manner:
• Paying students as part of the internship program will increase their engagement and reduce attrition rates.
• Having students graduate with WBL experience will increase likelihood for employability; thereby, reducing the poverty rate and increasing the average median household income.

In summary, the envisioned 2023-2024 Summer CTE program is designed to not only address the identified gaps within our Charter and community but also to propel our students toward graduation equipped with essential employability skills. This strategic initiative is poised to play a pivotal role in mitigating the existing challenges posed by economic disparities and high attrition rates prevalent in our region.

Qualifications and Experience for Key Personnel (Focus Area 1)

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

Title and Responsibilities of Position	Required Qualifications and Experience
Grant Director (Proposed) - Oversee the execution of the grant, oversee data collection, and provide support in program evaluation.	Required Qualifications: Bachelor's degree in education or related field. Required Experience: Two (2) years of experience in overseeing grants and data collection.
Superintendent (Existing) – Oversee personnel engaged in the grant program and ensure grant data is submitted to TEA.	Required Qualifications: Master's degree in education or related field. Required Experience: Two (2) years of experience serving as a Charter Superintendent.
Counselor (Proposed) – Advocate for the grant program and assist in facilitating course enrollment for students.	Required Qualifications: Bachelor's degree in school counseling or related field. Required Experience: Two (2) years of experience in assisting students in selecting career pathways.
IHE/CTE Staff (Proposed) – Provide accelerated CTE coursework and encourage post-secondary persistence.	Required Qualifications: Bachelor's degree in education or related field; and be certified to offer CTE courses at the partnering IHE. Required Experience: 2 years of experience teaching; and 1 year of experience teaching CTE courses.
N/A	N/A

Qualifications and Experience for Key Personnel (Focus Area 2)

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

Title and Responsibilities of Position	Required Qualifications and Experience
Grant Director (Proposed) - Oversee the execution of the grant, oversee data collection, and provide support in program evaluation.	Required Qualifications: Bachelor's degree in education or related field. Required Experience: Two (2) years of experience in overseeing grants and data collection.
Superintendent (Existing) – Oversee personnel engaged in the grant program and ensure grant data is submitted to TEA.	Required Qualifications: Master's degree in education or related field. Required Experience: Two (2) years of experience serving as a Charter Superintendent.
Counselor (Existing) – Advocate for the grant program and assist in facilitating WBL enrollment for students.	Required Qualifications: Bachelor's degree in school counseling or related field. Required Experience: Two (2) years of experience in assisting students in selecting career pathways.
Business Partner (Proposed) – Supervise students as they engage in WBL activities.	Required Qualifications: Proficiency and expertise in delivering specific CTE-related training and supervision. Required Experience: Four (4) years of experience in the IT field.
CTE Staff (Existing) – Oversee students in the field and address any concerns raised by business partners.	Required Qualifications: Bachelor's degree in education or related field. Required Experience: Three (3) years of experience in CTE.

Goals, Objectives, and Strategies (Focus Area 1)

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

GOAL/OBJECTIVES: Our Focus Area 1 objective is to offer at least 50 students an Accelerated Learning CTE Program. This will in turn assist us in meeting our goal to "empower and engage students to reach their full potential".

ACTIVITIES/STRATEGIES: To help achieve this goal/objective, the following measures will be implemented:
1. Facilitate sessions for upperclassman students to meet with the Campus Counselor and discuss the courses that will be offered (i.e. Practicum STEM).
2. Implement TSI prep courses to ensure students meet the eligibility requirements for enrollment in the summer courses.
3. Organize college tours to captivate students' interest and foster post-secondary persistence.
4. Administer CTE course sequences that equip students with the necessary knowledge and skills for success in their chosen careers.
5. Supply students with the essential technology and materials required to complete the CTE coursework.
6. Forge a collaborative partnership with Dallas College to guarantee that only highly-qualified teachers, proficient in the subject matter, deliver the coursework.

Goals, Objectives, and Strategies (Focus Area 2)

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

GOALS AND OBJECTIVES: Our Focus Area 2 objective is to offer 15 students work-based learning opportunities. This will in turn assist us in meeting our goal to "empower and engage students to reach their full potential".

STRATEGIES: To ensure the achievement of our goal/objective, key stakeholders collaborated to devise effective strategies for enhancing student engagement and program success. Following this collaborative effort, the stakeholders recommended implementing the following program strategies: Establishing a learning schedule with business partners that accommodates both students and businesses; Providing compensation for students participating in the program; and Offering transportation to and from the business site if needed.

ACTIVITIES: Within the work-based learning program, students will be immersed in relevant real-world experiences. These experiences may encompass tasks such as installing firewalls, troubleshooting computer issues, and downloading/installing Microsoft Office applications, among others.

Through the implementation of these work-based learning activities, coupled with the aforementioned strategies, our Charter aims to foster program success and fulfill our mission of empowering and engaging students to attain their full potential.

Performance and Evaluation Measures (Focus Area 1)

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

STUDENT OUTCOMES: To ensure the program is a success, here at PTAA, we will commit to performing weekly data collection for the Focus Area 1 Summer CTE Grant Program. With constant data collection, we will be better able to monitor and evaluate student outcomes through the program's duration.

PERFORMANCE MEASURES: To gauge performance, we will utilize the following quantitative measures:

• Demographics of the students served;
• Number of students enrolled in the summer program;
• Number of students completing the summer program; and
• All data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE: To measure this data, our project personnel will utilize various tools, including, but not limited to, student intake forms, progress reports, grades, and attendance sheets.
ENSURING EFFECTIVENESS: The collected data will assist the Charter in determining whether students in this program are meeting the goals and objectives and evaluating the effectiveness of the strategies for student success.

Performance and Evaluation Measures (Focus Area 2)

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

STUDENT OUTCOMES: To ensure the program is a success, here at PTAA, we will commit to performing weekly data collection for the Focus Area 2 Summer CTE Grant Program. With constant data collection, we will be better able to monitor and evaluate student outcomes through the program's duration.

PERFORMANCE MEASURES - To assess the program, the following metrics will be tracked: 1) Number of students engaged in internships as part of the program. 2) Student information included in the fall PEIMS submission. 3) List of business and industry partners providing work-based learning experiences. 4) Total and average hours worked by students. 5) Total and average hourly earnings of students. 6) Evidence of training plans for each student. 7) Evidence of partnership agreements for each business and industry partner. 8) Evidence of culminating assessments or recognition of skills for each student.

TOOLS UTILIZED FOR PERFORMANCE ASSESSMENT: Project personnel will meticulously gather and assess this diverse array of data by utilizing student intake forms, surveys, performance reports, questionnaires, grades, attendance sheets, and participation in meetings with business partner liaisons. This comprehensive approach ensures access to a varied set of information measuring both program and student performance.

ENSURING EFFECTIVENESS: The collected data will enable the Charter to ascertain whether the students in this program are meeting the goals and objectives and gauge the effectiveness of strategies for student success.

Budget Narrative (Focus Area 1)

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

MEET NEEDS/GOALS: In formulating the budget proposal for the Summer CTE Grant, our Charter delineated the requirements, objectives, and milestones crucial for student development and success in Focus Area 1. Extensive research was conducted to ascertain the costs associated with staffing, supplies and materials, curriculum, and necessary software to meet these objectives. The resulting budget is as follows: 1) 6100 ($5,550) – To ensure teachers provide instruction in the identified CTE courses, provide a stipend to a Grant Director, and cover benefits for all professional staff (extra-duty pay); 2) 6200 ($4,618) - Grant funds will be used to fund data collection and analyses of course completion; 3) 6300 ($13,550) - To purchase instructional supplies and resources that are needed for the delivery of instruction. This will include relevant, online resources, as well as technology devices for students to utilize during the Accelerated CTE course program; 4) 6400 ($5,400) - To cover the cost associated travel to and from the college and campus; 5) 6600 – ($19,500) To purchase equipment and licenses that enable students to train and apply practical learnings in a simulation of a real-life computer networking environment; and 6) Indirect Cost ($1,382) – To cover overhead costs associated with implementing the grant.
HIGH-LEVEL SNAPSHOT: Unfortunately, due to budget constraints, the provision of Accelerated CTE course offerings at this time from Charter funds during the summer is not feasible. Nevertheless, our current funding is allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are financed through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMS) for hardware/software products. These funds will be utilized to offset expenses associated with our proposed grant.
ADJUSTMENTS: If adjustments to the program become necessary, our grant stakeholders will engage in collaborative discussions to identify the requisite changes crucial for the program's success. If the stakeholders find themselves in need of guidance, they will proactively reach out to TEA to ensure that their concerns are addressed appropriately. Should modifications be needed, letters of intent to modify the program will be disseminated to all stakeholders (i.e. students).

Budget Narrative (Focus Area 2)

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

MEET NEEDS/GOALS: In formulating the budget proposal for the Summer CTE Grant, our Charter delineated the requirements, objectives, and milestones crucial for student development and success in Focus Area 2. Extensive research was conducted to ascertain the costs associated with staffing, supplies and materials, and curriculum to meet these objectives. The resulting budget is as follows: 1) 6100 ($13,450) - Funds will be used so a Grant Director can be provided a stipend, professional extra-duty pay can be covered, and employee benefits can be paid for; 2) 6200 ($3,770) - Grant funds will be used to fund data collection and analyses of WBL activities; 3) 6300 ($4,450) - Grant funds will be utilized to purchase instructional supplies and resources that are needed to deliver real-world work experience; 4) 6400 ($26,100) – Grant funds will be used to cover travel costs as well as the 15 students who are receiving paid work-based training; and 5) Indirect Cost ($2,230) – Grant funds will be used to cover overhead costs associated with implementing the grant program.
HIGH-LEVEL SNAPSHOT: Unfortunately, due to budget constraints, the provision of paid internships at this time from Charter funds during the summer is not feasible. Nevertheless, our current funding is allocated to cover expenses related to facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are financed through local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for summer food, and the Instructional Materials Allotment (IMS) for hardware/software products. These funds will be utilized to offset expenses associated with our proposed grant.
ADJUSTMENTS: In the event that adjustments to the program become necessary, our grant stakeholders will actively engage in collaborative discussions to identify the requisite changes crucial for the program's success. If the stakeholders find themselves in need of guidance, they will proactively reach out to TEA to ensure that their concerns are addressed appropriately. Should modifications be deemed essential, letters of intent to modify the program will be disseminated to stakeholders (i.e. students, parents, board members, etc.). Any necessary alterations will adhere to TEA rules for amendments, ensuring a systematic and effective modification of the program.

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

During our application process, we conducted a comprehensive needs assessment utilizing the 2022-2023 Texas Academic Performance Report (TAPR). The uncovered statistics not only presented alarming figures but also underscored our compelling need for funding through this program. Key indicators highlighting our need for grant support include:

• Only 12.5% of our Economically Disadvantaged students enroll in a Texas Institution of Higher Education (IHE) after high school, nearly four times lower than the state average of 46.7%.
• Only 10.4% of our teachers have their master's degree, which is less than half the state's average of 25%. This reduction in credentialing reduces the number of CTE course offerings that are made available to students (Teacher Availability).
• The average attrition rate for students at PTAA is 24.9%, which is significantly higher than the state average (18.1%). These attrition rates lead to gaps in curriculum coverage and can make it difficult for students to grasp/retain information.

To address these needs, we will:

• Collaborate with Dallas College to secure the necessary staffing for offering advanced CTE courses in the Programming and Software Development Program of Study.
• Provide TSI prep courses and college tours to encourage post-secondary persistence.
• Introduce innovative STEM-related CTE courses to sustain student engagement, thereby contributing to the reduction of attrition on campus.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

As part of our application process, we conducted a thorough needs assessment utilizing the 2022-2023 Texas Academic Performance Report (TAPR) and 2023 United States Census Bureau. The revealed statistics not only presented alarming figures but also unequivocally validated our dire need for funding under this program. Key indicators highlighting our critical need for grant support encompass:

• The average attrition rate for students at PTAA is 24.9%, which is significantly higher than the state average (18.1%).
• Within our city, there are 227,420 individuals who suffer from poverty. This is equivalent to a 17.5% poverty rate, which is higher than the state's average of 14%.
• Our city's average median household income is over $9,000 less than the state average of $73,035.
To address these needs, we will:
• Incorporate a paid student internship program to boost engagement and alleviate attrition rates.
• Ensure students graduate with Work-Based Learning (WBL) experience to enhance their employability, consequently reducing the poverty rate and elevating the average median household income.

Program Requirements, cont'd.

2. **Focus Area 1**: Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

PROGRAMS OF STUDY THAT WILL BE OFFERED: Within our Focus Area 1 Summer CTE Grant Program, we will provide accelerated CTE courses in the Programming and Software Development Program of Study (POS).

CTE COURSES THAT WILL BE OFFERED: As a part of these courses, two classes will be made available: Practicum STEM (Course #: 13037410) and Practicum STEM 2 (Course #: 13037400).

NUMBER OF STUDENTS WHO WILL BE ENGAGED AND SUPPORTED: We anticipate offering this program to at least 50 students.

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3. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

BUSINESS AND INDUSTRY PARTNERS WHO WILL BE INVOLVED IN THE PROGRAM: Our Charter employs nearly 250 staff members, qualifying us as a "mid-sized" business. Since we are a business, our Charter's IT Department Chair will serve as a partnering employer for this program. Furthermore, we have established a partnership with HardiGlobal, a prominent local IT-related business in our area. Both of these employers have provided signed letters of support, earning us 2 priority points.

WORK-BASED MODEL: Our work-based model is designed to be face-to-face, operating from 9 AM to 3 PM over a span of 4 weeks. This model integrates real-world work activities to ensure students not only receive instruction but also actively apply their learning. Students will engage in diverse activities, including but not limited to installing firewalls, troubleshooting computer issues, and downloading/installing Microsoft Office applications.

NUMBER OF STUDENTS WHO WILL BE ENGAGED AND SUPPORT: We anticipate offering this program to a total of 15 students.

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.

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Amended Section	Reason for Amendment