



# 2021-2023 Grow Your Own Grant Program, Cycle 4

## Competitive Grant Application: Due 11:59 p.m. CT, November 5, 2020

NOGA ID 

Application stamp-in date and time

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

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

**Authorizing legislation:**

**Grant period:**

**Pre-award costs:**

**Required attachments:**

### Amendment Number

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

### 1. Applicant Information

Name of organization

Campus name

CDN

Vendor ID

ESC

DUNS

Address

City

ZIP

Phone

Primary Contact

Email

Phone

Secondary Contact

Email

Phone

### 2. Certification and Incorporation

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

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions       Debarment and Suspension Certification  
 General Provisions and Assurances       Lobbying Certification  
 Application-Specific Provisions and Assurances       ESSA Provisions and Assurances requirements

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

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

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RFA/SAS #

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) **are** permitted for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter in a written SSA  agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**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
Workforce Solutions Borderplex (WSB) has identified health/education services as one of the three regional super sectors, adding close to four thousand additional jobs at Region 19.	We will work with Region 19 Head Start Program to identify Head Start employees to enhance the early childhood education pipeline. We will leverage our working relationship with ESC 13 and assist with Career & Technical Education (CTE) certification.
Region 19 has a percentage population of 8.5% of the teacher workforce serving as CTE teachers.	We have local school districts that have as few as two teachers who are certified as CTE teachers. The recruitment of teachers will focus on early childhood education to align our CTE efforts and leverage key relationships with Head Start to those identified by WSB.
El Paso's geographical location also limits the number of post secondary institutions that provide services in the area, private institutions are the providers for CTE in the area.	6.8% of of El Paso's 505,803 workforce ready population (Age 25+) have an associates degree, 16% have a Bachelor's degree. The Grow Your Own (GYO) grant will provide the opportunity for skilled individuals to secure employment within the district and serve as success stories for students.

**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.

(S) Individuals will be identified using collaborative marketing and recruitment efforts by Education Service Center Region 19 (ESC R19) and Head Start tapping into the current teacher and teacher's aide pool. (M) The cohort will consist of 35 individuals who will participate in either Pathway 1 or 2. (A) Individuals meeting state qualifications to enter into a certification program will work with partner ESC R13 to enroll them into an alternative certification program. (R) Cohort members will be certified and employed by local districts and/or industry, with our primary goal to have them employed as Texas certified CTE teachers. (T) Industry certification will take place within the first two years with the ultimate goal of district continued employment and Texas teacher certification.

**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 first quarter will focus on recruitment of cohort candidates. Marketing efforts will be directed at Head Start staff to include dual-enrollment teachers working with districts that would benefit from this program. Pathway 1 will call for Head Start staff to identify dual credit teachers and students enrolled in those courses who meet the criteria under Pathway 1. Students who meet the criteria will complete an application process and be provided technical and academic assistance during their transition to post-secondary education. Pathway 2 will identify at a minimum 18 cohort members, develop a letter of understanding and have them go through advising sessions to develop a plan of action for the acquisition of and progress towards obtaining Texas teacher certification as a CTE instructor.

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

**Second-Quarter Benchmark**

Pathway 1: Identified Education & Training teachers will work to secure FCS certification and begin work on credentialing for dual credit at El Paso Community College (EPCC). High school students will be asked to participate in small group advising sessions led by the identified teachers. Their high school transcripts will be audited and a plan of action will be developed for pre-registration planning. Students will receive guidance on which classes to enroll in and will begin planning post-secondary education facility visits to include military options.

Pathway 2: Cohort candidates will complete an advising session where educational goals will be evaluated, measured for completion, and a local internship to complete will be identified. The internship facet of the benchmark will be key, the relationship with Head Start will allow students to complete practicum and internship hours.

**Third-Quarter Benchmark**

Pathway 1: Develop community relations through outreach with local industry leaders. Design curriculum support programs where mentors will provide monthly Q&A with students and provide information related to their particular area of study. Students will investigate possible internship opportunities to include paid internships.

Pathway 2: Cohort members will have completed their industry based certification and will work towards completing their Texas teacher certification, either by enrolling into the alternative certification program or continuing to fulfill the program requirements to apply for an alternative certification program.

**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 progress evaluation of the participants will be measured using the three benchmarks mentioned. Each pathway will have a different set of goals and benchmarks to meet, but the progress will be measured for each individual through monthly individualized meetings and on-line portfolio evaluations. We will use the letter of commitment between the cohort members and ESCR19 as well as provide the guidance and support that is necessary in order to ensure that all the parameters of the grant are being met.

Both ESC R19 and Region 19 Head Start are members of the El Paso area Early Matters committee where various community organizations meet to strengthen the educator pipeline of early childhood education. Several committee members along with WSB are able to provide us with the necessary regional data to inform the goal deliverables and modify outcomes for sustainability. Additionally, we will also be checking in periodically with the cohort members through phone calls, surveys, emails, and other communications to ensure that they are staying on task. All benchmark outcomes will have appropriate evaluation metrics provided by cohort participants. The data that we will gathering from will be our individualized meetings and have our assigned advisors provided assistance as needed. It is vital that we meet regularly to be able to make the adjustments as needed.

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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.

**ALL PATHWAYS:**

1. Participants and candidates must commit with a MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
2. LEAs must commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
3. The applicant must submit quarterly reports on progress towards SMART goals and performance measures to TEA.
4. All grant-funded participants/candidates must be identified and submitted to TEA by May 14, 2021.
5. The applicant must file budget amendments within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.
6. The applicant must file budget amendments within 7 days of a request from TEA.
7. Applicants pre-selected for an award agree to amend number of candidates as requested by TEA on the basis of necessity and historical data as determined by TEA.

**PATHWAY 1:**

1. The applicant must assure that each high school campus within the participating LEA will implement at least the Instructional Practices and/or Practicum courses in the Education and Training course sequence in 2021-2022, and at least both stated courses in 2022-2023, with the teachers receiving the stipend as teachers of record for both or either courses.
2. Any participant receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2022-2023 within the Education and Training course sequence.
3. All LEA high schools must establish and/or grow a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event per year each grant year.
4. All LEA high schools must participate in an initial TEA-led Teacher Institute on or around June 28-30, 2021, with participants including Education and Training course teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend the first day. Attendance by grant managers, IHE/EPP partners, and student ambassadors is recommended and optional.

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**8. Statutory/Program Assurances Cont'd****PATHWAY 1 (Cont'd):**

5. Each participant receiving a grant stipend must pilot the Education and Training curriculum if they are currently using a high-quality Education and Training curriculum. Participants may be asked to participate in focus groups and surveys to give input on the Education and Training Curriculum.
6. Each participant receiving a grant stipend must submit two original master lessons within the Education and Training curriculum to TEA per year for review and potential publication, following TEA guidelines for submission.
7. All LEA high schools must submit their plan for marketing and student recruitment to TEA each year.

**PATHWAY 2:**

1. LEAs must allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements.
2. The applicant must have a signed letter of commitment or MOU from an Accredited, Accredited-Not Rated, or Accredited-Warning EPP that will partner with the LEA(s) to award teacher certifications to participants. The letter of commitment or MOU will be presented to TEA for approval after the preliminary selection of grant awardees and no later than May 14, 2021.
3. All Pathway 2(a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
4. Pathway 2(b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within two (2) years and serve as a teacher of record in the LEA by the 2023-2024 school year.

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**Program Requirements**

1. Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. The plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state, and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

The two year parameter gives the grant program the opportunity to leverage existing communication and relationships with El Paso Community College (EPCC) and Western Technical College to provide cohort members with an attainable time frame to complete industry certification. Head Start leadership will be invited to the planning meetings and they will be asked to take on some of the responsibilities so that they can begin to develop a similar model in the near future. The process of recruitment, educating and advising will be an ongoing process and one that will involve dedicated staff members to provide additional guidance as needed. Head Start leadership will once again be asked to participated in these advising sessions as well, and learn how to study the WSB annual reports and well as cohort evaluative metrics for jobs and industry and use the information to meet the needs of the El Paso community. Should skilled employment change, the Program will work with Head Start to cross-train cohort members.

Through Pathway 1, student and educator exposure to industry can be tailored to current industry trends. The vision of the WBS and the El Paso workforce is to “empower the most dynamic workforce to achieve global competitiveness and regional prosperity.” This aligns with the mission or our proposed program as we are looking to not only empower community members, but create a pipeline through Head Start and district high school personnel.

During the first year of the grant, the financial support sought after is to cover the tuition costs of cohort members under Pathway 2 and stipend and academic registrations and travel for Pathway 1 students and educators. Part of the process with building sustainability is to educate board members and make them aware of grant deliverables and the ongoing process of the grant. This will be achieved by highlighting goal benchmarks and modifications to the program.

The reason for educating and informing the Board, is to recommend that after the two initial grant years of financial support, a similar tuition assistance program be set up and a partnership developed with local LEAs who have teachers in the Education and Training program of study. Budgeting for emerging technologies can be used to cross train staff members within the organization. The CTE community needs specialized training that supports both the delivery of classroom instruction and informs teachers on new and innovative developments within their field; thus our intent is to not only seek help from the community, but also be a community partner where local educators can come to, learn, and get cross-trained in emerging industry and technologies.

Once a clear path is established to for Pathway 1 and Pathway 2 interrelation, the school board and other members of the leadership can develop an internal program to continue to support community members and their own staff in professional growth.

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**Program Requirements (Cont.)**

2. Describe the plan to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. The plan must incorporate research based best practices in equitable recruitment and the process for identifying individuals with potential indicators including a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, a desire and commitment to teach long term in the LEA and/or region, strong evaluation ratings (if applicable), and strong relationships with students (if applicable). The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

Traditional social media methods for recruitment and relaying information to our teachers will need to be adjusted and modified. Social media will still be used to market the program as this type of recruitment has evolved over the years and universities such as the University of Texas McCombs School of Business, has invested time and personnel to offer certificates in Digital Marketing. Platforms will have to change and focus more on our intended audience and use social platforms that are more common to them. However, recruitment protocols and information gathering will be aligned with UTEP's Office of Human Research, Recruitment and Screening. The identification process has begun already as the Program is looking for current Head Start employees who have been identified by the organization as potential candidates to participate in the program. The initial contact will occur in the form of either virtual meetings and/or community based meetings to deliver the information. Initial contact efforts will be divided into three sessions, with each session being used to screen candidates for commitment and willingness to participate in the program. The screening process will be an ongoing process and will culminate with an application submission and interview process. There will be a section committee to select final candidates and will be comprised of ESC personnel supporting the grant, Head Start personnel, members from IHEs and community members. Direct recruitment and recruitment letters will be used after the second phase of the initial contact. Direct recruitment will involve phone calls and text messages to interested candidates. A personalized recruitment letter, providing pamphlet information about the program, will also be mailed out. Referrals will be accepted if we need to make adjustments to our original pool of candidates.

The University of Georgia (UG) published a study led by Marsha Davis, where she and her colleagues studied recruitment and retention trends for "Familias Fuertes." Familias Fuertes is a community based intervention program intended to curve high risk behaviors through education and community involvement. During their research, they quantified the success of curriculum delivery on a regular basis and individualized communication with participants. The retention progress for the students and Head Start employees participating in this program, will rely on the development of this type of relationship. The UG study concluded that personal contact with participants was a leading factor for recruitment and retention. The other area that the program focused their attention on was the logistics of how the recruitment was decided upon. Their conclusion was that events that welcomed the family led to greater involvement than did monetary incentives. The recruitment of family members for Pathway 1 will be critical, as they will be the triangular connection between local districts, ESC R19 and Head Start. This connection has already begun through the collaborative efforts of banking institutions, Head Start and ESC R19, where scholarships are offered to local students who began their academic career in Head Start. The same approach will be followed for this effort, however, the recruitment of family members will develop a more direct relationship between the three entities. This effort will not only increase the retention rate of cohort members, but also encourage the Head Start family members to seek opportunities within the organization that can lead to personal and professional growth. Lastly, in their retention study, they found that location and time was instrumental in retaining participants. For Pathway 2 participants, the MOA will highlight opportunities for Head Start staff to participate in internship programs.

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**Program Requirements (Cont.)**

3. Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

Using the methods of identification, screening and selection, the Program will collect the submitted applications. The application will consist of one letter or recommendation, a letter of support from a family member and a letter of interest from the applicant. The letter of interest will ask the applicant to discuss, within seven hundred words, what area of study they want to pursue and how their current skill set and potential certification acquisition will benefit their academic and professional growth. The remainder of the application will follow the information gathering format as used by ESC R19 Human Resources department. A committee of five readers will be assembled to review the applications and they will use a rubric to grade the application packet. Each reviewer will use a rubric to assess the packets with a total score tallied using the points assigned by each reviewer.

From the applicant list the Program will identify fifteen candidates for the eight cohort member slots. The interview committee will consists of Head Start, ESCR19, UTEP and EPCC personnel and community members. The questions to be used during the interview will focus on their ability to persist through the duration of the program. The interview grading rubrics will use a 1-5 scale with a 1 showing a disconnection with the vision and mission of the program and a 5 showing a direct correlation and mention of CTE.

4. Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

Candidates selected for the GYO Program will receive an email notification, phone call and a letter informing them of their selection and detailing next steps in the process. Individuals who agree with the stipulations set forth through a letter of understanding, will then go through an HR process in order to collect information for distribution of stipends and distribution of tuition assistance money. An orientation will be scheduled where the candidate cohorts will be exposed to the parameters of the program once again, but in a more detailed manner. Cohort members will attend two enrollment information sessions form local IHEs and will be given contact information for advising personnel that will walk them through their application, registration and tuition assistance offered by the school. During the second month, they will be expected to engage in the enrollment process with proof of acceptance and registration during the third month. Beginning the fourth month and moving forward into the Program, cohort members will have to provide monthly executive summaries of how the process has been progressing. The written self-reflection and self-analysis will promote deeper connection and persistence for the cohort candidate. When grades are available, their grades will count as the reflection piece with the exception if they failed a course. If the cohort member is having academic troubles, we will secure tutoring supports and work with the Institution of Higher Education (IHE) to provide the cohort member with the adequate and needed academic supports.

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**Program Requirements (Cont'd)**

5. Describe the MOU in which the participants/candidates commit to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend and the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

ESC R19 is the fiscal agent for the El Paso area Head Start. The human resource department works with both organizations; therefore, the MOU will be facilitated by an internal memo and Board approval. The commitment letter will outline time bound commitments, flexible work time schedules, participant expectations, self-initiated corrective action and financial responsibilities. The GYO Grant at ESC R19 will focus on barriers that exist for Head Start personnel that prevent them from continuing their education. The Program will work with an initial cohort, develop a tailored approach for each individual, and provide options to limit barriers that are within the organization's ability to control. Each participant will have an semester calendar with predetermined reporting and progress measures that have to be met. At the end of the reporting period, the calendar will be reviewed with a grant representative. In the event that adjustments need to be made, an addendum will be added to the agreement. Failure to comply with amendments or meet the proposed progress measures can lead to the participant having to pay for a percentage of the tuition and time loss from work. The aforementioned situation will have several layers of support. Participants will have cohort meetings at times within the academic calendar where adequate support can be provided to them.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, or Pathways 1 and 2 concurrently. Refer to the 2021-2023 Grow Your Own Grant Program, Cycle 4 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="12"/>	x \$5,500=	<input type="text" value="66,000"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="5"/>	x \$11,000=	<input type="text" value="55,000"/>
Number of high schools <b>with</b> existing Education and Training courses in 2020-2021	<input type="text" value="8"/>	x \$8,000=	<input type="text" value="64,000"/>
Number of high schools <b>without</b> existing Education and Training courses in 2020-2021	<input type="text" value="3"/>	x \$10,000=	<input type="text" value="30,000"/>
Number of high schools offering <b>dual credit</b> Education and Training courses in 2021-2023	<input type="text" value="3"/>	x \$10,000=	<input type="text" value="30,000"/>
Total Request for Pathway 1			<input type="text" value="245,000"/>

**PATHWAY TWO**

Check this box if you are applying for Pathways 1 and 2

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text" value="10"/>	x \$8,000=	<input type="text" value="80,000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="8"/>	x \$19,000=	<input type="text" value="152,000"/>
Total Request for Pathways 1 and 2			<input type="text" value="477,000"/>

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**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Payroll Costs**

1.	Substitute Costs	8,000
2.	Extra Duty	12,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Pathway 1 Teacher Stipends -6220(1)	121,000
7.	Pathway 2 Teacher Stipends - 6220(1)	232,000
8.	Professional Developent Costs	10,000
9.	Stipends non -employee	9,000
10.		

**Supplies and Materials**

11.	Educational and Training Instructional Materials and Consumables	10,324
12.	General Supplies	12,000
13.		
14.		

**Other Operating Costs**

15.	TAFE othe Conference Student Travel	15,000
16.	Training Room Costs	7,000
17.	Local Mileage	10,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: 30,676

**TOTAL GRANT AWARD REQUESTED:** 477,000

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**Appendix I: Negotiation and Amendments**

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

***You may duplicate this page.***

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment

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