



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

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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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
Inspire and increase the number of the next generation of teachers who, after attaining teacher certification, will want to return home to teach. From 2016-2026, Workforce Region 9 needs about 24,000 new teachers per a labor analysis using the LMCI tool.	Secondary school teachers, counselors and administrators will identify students with the motivation and ability to excel as future teachers, especially in hard to staff and ethnically underrepresented areas, and encourage them to pursue teaching careers in order to establish a pipeline of potential teachers to staff rural schools in the region and across the state. (Pathway 1)
Provide a 15-teacher pipeline of candidates from locally employed paraprofessionals, aides, or full-time subs who, once certified, will remain in the district as full-time teachers, especially for hard to fill positions.	On an ongoing basis, increase the number of employed paraprofessionals, full-time substitutes or teacher aides who receive assistance to complete their degrees, earn a teaching certificate and remain in their hometown school district as highly qualified teachers. (Pathway 2)
Increase the number of highly qualified teachers, especially bilingual and special education teachers by 5. Rural LEAs in Region 14 struggle to fill positions in all subject areas due to their remote isolation, but especially in traditionally hard to fill positions.	Grow Your Own Cycle 4 funding will increase the number of highly qualified teachers, especially in hard to fill positions, who remain in their home district where presently employed and become full-time teachers. (Pathway 2)

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.

For Pathway 1, by the end of the 2022-2023 school year, LEAs not currently offering a high school Education and Training (E&T) program will have a fully operational program in place. Existing E&T programs in high schools in participating LEAs in the region will increase enrollment at least 10% by the end of the 2022-2023 school year. Fully functioning E&T programs will offer Instructional Practices and Practicum in Education and Training courses for Dual Credit beginning Fall 2022. For Pathway 2, by August 2023 each participating LEA in this SSA will hire: a) at least one certified teacher per district from the cohort of paraprofessional/substitute/teacher aide candidates who will be prepared to teach on a campus in the participating LEA by Fall 2023; and b) at least one teacher per district certified to teach in hard to staff areas such as special education and bilingual education.

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

Pathway 1 benchmarks: LEAs with no present Education and Training program will recruit teachers to launch and teach the program, build the program into the course schedule, and recruit students to sign up via methods such as with brochures, identifying student potential interest, directed and focused teacher and counselor recommendation and encouragement, altruistic inspirational speeches to students from teachers telling stories of life-changing events they have encountered as teachers, etc. Set up and promote dual credit for participating LEAs. Pathway 2 benchmarks: Identify and recruit district paraprofessionals, subs, or teacher aides who qualify to participate in the program. Partner with EPPs and IHEs to provide training and certification. Participants sign MOUs to remain in the district and teach after certification. Ensure candidates enroll for courses in Spring 2021 toward degree fulfillment.

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

Pathway 1: Increase student enrollment in Education and Training courses by 10% from the previous school year for established programs. Launch new programs with fidelity and monitor and adjust to ensure coursework inspires and engages students through the use of best instructional practices. Launch Texas Association of Future Educator (TAFE) or Family, Career and Community Leaders of America (FCCLA) chapters in high schools of LEAs not sponsoring one. Pathway 2 benchmarks: Enroll degreed teachers needing certification in the participating EPP program. Establish and deploy a regular evaluation process to track the progress of degree candidates and EPP participants toward certification completion. Share and employ best practices to provide time and support for participants to study and travel/telecommute for coursework completion.

Third-Quarter Benchmark

Pathway 1 benchmarks: For high schools offering dual credit, launch the dual credit program. For new programs not offering dual credit, launch the program with fidelity. Set in place a process to recruit and inspire students in established TAFE or FCCLA student organizations to compete in at least one event in the 2021-2022 school year. Recruit and inspire students to join and actively participate in newly established TAFE/FCCLAs. Pathway 2 benchmarks: LEAs with participating employees will monitor to track participants and determine if they show to be on pace to graduate and/or earn certification on or before June 2023 from either an IHE or an EPP. Cooperation from LEAs to provide time and support for Pathway 2 candidates to complete education requirements will continue as established in the second quarter with adjustments as needed.

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.

Pathway 1 evaluation methods include quantitative methods such as monitoring enrollment numbers, tracking education pathways and graduation plans, taking attendance at TAFE/FCCLA meetings and tracking participants who sign up to compete in TAFE/FCCLA competitions. Qualitative methods of evaluation will include student surveys to monitor satisfaction with Education and Training courses as well as dual credit courses. Each year of the grant, increased numbers in Education and Training courses and dual credit courses, a quantitative measure, will enable the LEAs to determine if they met or exceeded the 10% enrollment increase indicated in this grant proposal. The designated program coordinator at the ESC will collect all data and compile quarterly reports to determine areas requiring additional support to meet the established grant goals.

Quantitative measures of progress for Pathway 2 will include items such as numbers enrolled in college courses or the EPP program, numbers of credit hours/EPP course hours attempted and earned each semester, and course selections each semester that match the degree plan leading to graduation. Candidates not meeting progress sufficient to graduate and/or earn certification by June 2023 will receive additional support as needed to get on track for graduation. LEAs can use transcripts and/or internal benchmark assessments to measure progress. For those candidates failing to make progress toward graduation and/or certification, administered surveys will collect data that the ESC and LEAs can analyze to determine elements common to all struggling participants and use that data to inform future training programs to better identify candidates' characteristics and/or practices most likely to lead to graduation and/or certification. As Fiscal Agent of the SSA, ESC 14 will quarterly collect, compile and report all data in compliance with GYO Grant requirements.

Region 14 administered a short survey to superintendents participating in the SSA. Of the 15 respondents, 9 said they annually had to fill 1 or 2 positions with unqualified teachers, 3 said said 3-5 and one said 6 or more. Ten said they had trouble filling SPED positions. Other areas difficult to fill included Math for all but two and Science for all but five. Region 14 will administer the same survey questions at the end of the grant to compare and track progress.

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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.

For Pathway 1, of the 15 participating LEAs, 11 presently provide Education and Training courses. Of those, 8 need to expand to offer additional courses in the sequence of two or three total courses beginning in school year 2021-2022. Those launching the Education and Training (E&T) program will implement the first course in the series in the 2021-2022 school year. If funds for which Region 14 applied from the Rural Utilities Service (RUS) Grant sponsored by the U.S. Department of Agriculture (USDA) come to fruition, enhanced technology will exist for all LEAs to provide virtual learning, thus improving the chance of students taking the E&T as well as other courses virtually as dual credit through regional colleges and universities. Virtual learning will also facilitate the possibility of students from smaller LEAs with few teachers available to teach E&T courses face-to-face the opportunity to take courses virtually through other larger LEAs or IHEs. One LEA will offer E&T dual credit courses in 2021-2022, at least five plan to offer dual credit in 2022-2023, with a goal of adding more region wide, ultimately leading to dual credit offerings in virtually every LEA. The E&T course offerings will contribute to a regional goal of graduating students with credits toward an Associate Degree in order to reduce the cost of higher education after high school and encourage students to finish their degrees and in the shortest possible time. Counselors, teachers and administration will continue to advertise the program and encourage students to enroll. Region 14's EPP will pursue future partnerships with regional universities to offer scholarships and post-secondary internships, such as student teaching, to students who finish the E&T Program in high school. LEAs will reserve guaranteed interview spots for students finishing the E&T program upon earning a bachelor's degree and teacher certification. Region 14 will collect and archive information on those completing the program and build a database to share lists of qualified candidates with LEAs and IHEs to guarantee students receive the perks of program completion upon graduating from college.

All teachers earning certification in both Pathways will benefit from a five-year New Teacher Support System created and rolled out by Region 14 EPP staff. Training offered through the New Teacher System, offered virtually, will make support convenient and almost immediate for new teachers. Networking opportunities through things like listservs and informal regional face-to-face or virtual Q&A sessions will allow new teachers to get fast and accurate answers to urgent questions. LEAs will establish buddy systems to provide new teachers with a mentor who will walk them through all stages of teaching, including lesson plan development, classroom management, district procedures, etc. Region 14 content-area consultants will provide ongoing support for subject-area teachers.

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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.

Grant funding for Pathway 1 will establish Education and Training (E&T) programs in the LEAs not presently offering the E&T courses and enhance programs by either expanding course offerings, offering courses as dual credit, adding additional E&T programs, and/or offering courses virtually to districts not large enough to free up teachers to teach the program. Funds from the grant will provide incentives to teachers to teach E&T programs. With teachers teaching the program for at least two years due to grant requirements, program establishment should ensure strong programs will continue in the future. Administrators will personally invite teachers to apply to teach E&T programs who have demonstrated effectiveness through student outcomes in their classrooms as well as with strong teacher evaluations. Recruited teachers should also show leadership through involvement in student organizations and activities. Also, invited candidates will demonstrate stability as evidenced by their history of residence in the district and region and their commitment to remain in the district or region long term. Candidates should demonstrate the ability to mentor students on an ongoing basis. As much as possible, teacher candidates should reflect the diversity of students in the district.

In Pathway 2, superintendents in small LEAs intimately know their staff and can readily identify candidates who qualify to participate and earn a degree and/or teaching certification. For the handful of larger districts participating, administrators will provide qualifying employees information on the benefits of participating in the grant. Interested individuals will receive further information through a district meeting where candidates will commit to participate. If the number of candidates showing interest exceeds six, the LEA will provide an application/interview process to equitably screen and interview all applicants. Those scoring highest in the process will be selected to participate. LEAs will place any interested candidates not chosen into an alternate pool in rank order to replace one of the initial candidates chosen should they not be able to participate by time of grant launch. All 2(b) candidates will not hold a Texas Teacher Certification, have a minimum of 75 credit hours toward a bachelor's degree by no later than May 14, 2021, qualify to graduate no later than June 2023, demonstrate present employment in the participating LEA with continual employment in the district prior to the 2020-2021 school year, qualify to serve as a full-time teacher of record starting no later than Fall 2023, and demonstrate an interest in acquiring a teaching degree or certification in hard-to-staff areas but especially bilingual and special education. For degreed 2(a) candidates without Texas Teacher Certification, the same candidate criteria apply except for the 75 hour requirement. Top candidates must sign an MOU to remain in the district where presently employed for a minimum of three years after program completion or forfeit the stipend provided by the grant.

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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.

All Pathway 1 candidates must possess a teacher certification appropriate to teaching high school CTE students in Texas, exemplify campus leadership, have previously and successfully led student organizations, demonstrate student progress over time, show strong evaluation ratings that demonstrate high-quality instruction, possess respectful relationships with students in an approachable manner, receive colleague recommendations, and have been employed by the LEA prior to the 2020-2021 school year. In smaller districts, appropriate administration will identify potential candidates who possess these qualifications and also demonstrate content knowledge and expertise, a knowledge of college and career readiness, previous student organization involvement, and pedagogical skills such as classroom management and effective instruction that inspires. The candidate should also express an interest in training future teachers, thus ensuring a strong education for future Texas students. Smaller LEAs will approach qualified candidates who mirror the district's diversity as much as possible, through a one-on-one conversation, to assess their interest and ask interested candidates to serve in the additional role. In larger districts, for those employees interested in participating, an application and interview process with a panel of educators asking predetermined interview questions and recording responses on a standard rubric will ensure that all applicants have equal opportunity to participate. Tabulated point totals independently assigned to answers given during the interview will provide a precise number to measure top candidates. Candidates reflecting the diversity of students in the district could receive additional points in an effort to level the applicant playing field. In Pathway 2, candidates from small rural districts reflecting the diversity in the district should receive administration encouragement to participate in the grant. In larger districts, an interview and screening process as described in Program Requirement 2 of this application should provide an equitable process that, as fairly as possible, provides the district with a list of quality participants that mirror the diversity of the student population.

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.

Pathway 1 teachers will receive professional development to assist in launching the new program as well as best practices that will enable the teachers new to CTE and the Education and Training (E&T) Program to continually provide high-quality instruction while building ever-stronger programs that students find inspiring and that thoroughly equip students for higher education, ultimately resulting in future careers in teaching. The Region 14 CTE Consultant launched a New CTE Teacher Cohort for the region. Teachers taking on the additional E&T duties will benefit from this cohort which provides multiple opportunities for training and support to answer questions and assures that teachers new to the program have their questions answered so that programs start strong and continue to improve and attract more students over time. Included in this training, the ESC plans to offer specific E&T PD in Summer 2021. As a requirement of the grant, all participating teachers will benefit from participation in the June 2021 TEA-led GYO institute, accompanied by the teacher's team of counselor(s) and administration to ensure a thorough understanding of the program and its unique needs and challenges. Team training, not only at the June institute but through the service center, fosters communication and a unified approach to building a strong E&T program to the benefit of participants in the program and ultimately of future students they will teach. Local administration will optimize the time of Pathway 1 teachers so that they have adequate preparation opportunities to create the program, especially important for teachers launching new programs, teachers adding courses to their present programs, and teachers teaching the program for dual credit for the first time. The entire team will plan and provide recruitment opportunities to attract quality students to the program now and in the future. Pathway 2 candidates will receive release time and a re-evaluation of duties to reduce workloads as necessary to provide ample opportunities to acquire new knowledge and successfully advance through the coursework, ultimately resulting in earned degrees and/or new or additional certification. Participants may also attend ESC 14 teacher PD.

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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.

For Pathway 1, MOUs will contain language describing the GYO Grant purpose directly from TEA documentation. Information specific to the LEA should include goals of the program, employment requirements, including the requirement to remain in the district in a full-time teaching role for at least two years until the end of the grant. Requirements specific to the grant should include efforts to inform students of the Education and Training (E&T) Program and recruitment efforts to enroll as many student as possible. Additionally, the MOU should require teachers to attend the June 2021 TEA-led institute, and form and lead a TAFE/FCCLA program on their campus, encouraging each student in the program to participate in at least one event annually. Other requirements should include submitting a minimum of two original, high-quality E&T course lessons to TEA each semester. Candidates should also commit to participating in all appropriate PD offered by Region 14 to the greatest extent possible. Pathway 2 candidates will sign MOUs that also contain GYO, Cycle 4 Grant purpose language along with LEA goals. Timelines will spell out expected thresholds to be met toward ultimate attainment of certification before the grant ends. In addition to required coursework toward degrees and/or certification, the LEA may require additional PD attendance as appropriate to the candidate's present and future role in the district.

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="16"/>	x \$5,500=	<input type="text" value="88,000"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="6"/>	x \$11,000=	<input type="text" value="66,000"/>
Number of high schools <u>with</u> existing Education and Training courses in 2020-2021	<input type="text" value="11"/>	x \$8,000=	<input type="text" value="88,000"/>
Number of high schools <u>without</u> existing Education and Training courses in 2020-2021	<input type="text" value="5"/>	x \$10,000=	<input type="text" value="50,000"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2021-2023	<input type="text" value="6"/>	x \$10,000=	<input type="text" value="60,000"/>
Total Request for Pathway 1			<input type="text" value="352,000"/>

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="16"/>	x \$8,000=	<input type="text" value="128,000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="13"/>	x \$19,000=	<input type="text" value="247,000"/>
Total Request for Pathways 1 and 2			<input type="text" value="375,000"/>

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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.	Path 1a teacher participation stipend teaching ET Courses (16 x \$5,000)	\$80,000
2.	Path 1 b teacher with M.Ed. participation stipend teaching ET Courses (6 x \$10,000)	\$60,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Pathway 2a: Tuition and Fees for candidates pursuing teaching certificate (16 x \$7,500)	\$120,000
7.	Pathway 2b: Tuition and Fees for candidates pursuing bachelor's degree	
8.	and teacher certifications (13 x \$18,000)	\$234,000
9.	E&T Tuition for Dual Credit Courses (5 students x 6 courses x \$200.00)	\$6,000
10.		

Supplies and Materials

11.	Instructional materials and supplies for HS with existing ET Courses (11 x \$5,000)	\$55,000
12.	Instructional materials and supplies for HS without existing ET Courses (5 x \$7,000)	\$35,000
13.	Instructional materials and supplies for HS offering dual credit ET Courses (6 x \$7,000)	\$36,000
14.		

Other Operating Costs

15.	Travel - 2020 TEA Teacher Institute for 22 E&T Teacher Teams x \$3,000	\$66,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:
TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be 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
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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