



**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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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
The limited pool of teacher candidates in a rural, remote area continues to fall short of closing the teacher turnover gap rate of 36.3% in 2018-19 as compared to the State average of 16.5%	The Rio Vista ISD (RVISD) will develop a systematic and focused recruitment effort of teacher candidates within the community by using both Pathway 1 and Pathway 2. Training will be provided to cover all teaching competencies necessary to transition candidates to a full-time certified-teacher position.
Rio Vista ISD has identified the need to increase the number of certified teachers in hard to staff areas to 100%.	Pathway 1 will provide students with the opportunity to develop career skills in high school as a candidate for a teacher preparation program. The high school will provide training and support for the implementation of the instructional practices and/or practicum in Education and Training courses and related (TAFE/FCCLA).
In 2018-19, RVISD reported 0% Hispanic teachers with the Hispanic student population of 14.4%. An increase in the number of Hispanic teachers is needed to align with the Hispanic student population.	Rio Vista ISD will develop a recruitment process and training for campus leadership staff identify, encourage, and select candidates for the demographic population of their campus. Candidates from this demographic will be encouraged to participate in Pathway 2 program.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the grant period, Rio Vista ISD will increase diversity in teaching staff to 10%.  
 Pathway 1:  
 By August 2021-Rio Vista ISD will offer the Education and Training Pathway at the high school and candidates will participate in a minimum of one TAFE/FCCLA competitive event.  
 Pathway 2:  
 By June of 2022-100% of teacher candidates will achieve a Bachelor's degree or complete an Alternative Certification Program with certification in one of the hard to staff areas.

**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 & 2 January 2021 to May 2021  
 1. Recruit and select students and teacher candidates. Collect signed agreement and commitment forms from all participating candidates. Number of candidates enrolled in or completing an Alternative Certification Program.  
 2. Create a master course schedule with the integration of the Education & Training (E&T) course offerings.  
 3. MOU with an EPP to provide a degree completion and certification program for candidates within a 2-year period.  
 4. Confirm with an MOU with EPP and all teachers receiving stipends and reported to TEA by May 14, 2021.  
 5. Administer TEA survey to candidates and teachers/students enrolled in E&T between May 1 and June 1, 2021.  
 6. E&T teachers, principal, and college/career counselor will attend the TEA-led Institute in June 2021.

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**8. Measurable Progress (Cont.)****Second-Quarter Benchmark****Pathway 1: August 2021 to May 2022**

1. The high school will offer Principles of Education & Training, Instructional Practices, and Practicum in E&T  
Number of candidates enrolled in and completing post-secondary coursework.

2. Establish a CTSO chapter (TAFE or FCCLA) and students will participate in a least one competitive event.

3. Administer TEA survey to all teachers and students between 9/1/21 and 10/1/2021 and between 5/1/22-6/1/22

**Pathway 2: Aug. 2021-2022:**

1. Candidates enroll in/continue coursework and graduate with a bachelor's degree.

2. Administer TEA survey to all candidates Sept. 1 and Oct. 1, 2021 and between May 1 and June 1, 2022

Pathway 1 & 2: Report progress monitoring data to TEA in January and June 2022.

**Third-Quarter Benchmark**

Pathway 1: 2022-2023: 1. The high school will offer and enroll students in Principles of Education & Training, Instructional Practices, and Practicum in E&T and will be taught by participating teachers receiving stipend.

2. The high school will continue to grow a CTSO (TAFE or FCCLA) and participate in at least one competitive event.

Pathway 2: 2022-2023: 1. Candidates will complete a certification program and will be issued a standard/probationary teacher certification.

2. Candidates with a teacher certification will return to RVISD as a full-time teacher of record.

Both Pathway 1 & 2: 1. Administer TEA survey to all candidates, teachers and students between 9/1/22-10/1/2022 and between 5/1/23-6/1/23.

2. Report progress monitoring data to TEA in January and June 2023.

**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 monitoring and evaluation of the Grow Your Own (GYO) program will be completed by the RVISD GYO Team. The GYO Team will be comprised of the Assistant Superintendent, High School Guidance Counselor, High School Principal, teacher mentor, teacher candidates, and IHE/EPP partner. The team will meet monthly to monitor the progress of the program, review and analyze enrollment and performance data for both Pathway 1 and Pathway 2. The frequent review of data and the implementation of program activities will provide timely adjustments as needed to ensure the success of teacher candidates and the GYO program. The use of a multi-faceted support and leadership monitoring system will strategically review each student and teacher candidate's progress in the areas for each pathway as outlined in the GYO program guidelines:

Pathway 1: High School E&T courses: A review of student data will focus on the following:

1. Number and demographics of teachers teaching E&T courses each semester

2. Number of students enrolled in the high school program for each grade level by semester

3. Number, demographics, and class rank of students completing the entire E&T course sequence offered each year during the grant period

4. Number and demographics of students participating in at least one FCCLA/TAFE activity each grant year

5. Number and demographics of students who participated in at least one E&T course who plan to enroll as education majors and/or pursue careers in education each grant year

Pathway 2: 1. Number, demographics, and status towards program completion of paraprofessionals, instructional aides, and long-term substitute teachers who receive stipends to complete their bachelor's degree and/or teacher certification each semester

2. Number and type of bachelor's degrees and teaching certificates awarded to candidates each grant year

3. Number and demographics of candidates promoted to full-time teaching roles each grant year

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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.

**Pathway 1:**

Sustainability will be planned for and built within the GYO program. In the Fall 2023, the need for continuation of this program will be documented in the Comprehensive Needs Assessment and District Improvement Plan. RVISD will allocate allowable federal-Title I Part A and Title II Part A, state, and local funds to continue E&T teacher stipends for teaching Education & Training, Instructional Practices, and Practicum in E&T course offerings. Rio Vista High School is a participating Title I campus and will use funds in the school-wide program to support the continued success for students in the E&T program. The continuation of stipends will be contingent upon teachers' compliance with meeting program requirements, FCCLA/TAFE sponsorship, and the participation of students in competitive FCCLA/TAFE events.

Eligibility for continued teacher stipend must be met:

1. Maintain a standard or life teacher certificate in the state of Texas
2. Currently be employed as a teacher in RVISD
3. Demonstrate measurable evidence of student achievement within a diverse student population

**Pathway 2:**

During the Spring of 2023, Rio Vista ISD will evaluate the effectiveness of the GYO program and complete the district's Comprehensive Needs Assessment. Results from the program evaluation and assessment will provide supporting evidence of the program's success and the need for continuation to address the need for teachers in hard to staff areas. RVISD will allocate funds in the 2023-2024 budget to leverage federal, state, and local funds to continue the success of the GYO program. The use of Title I funds will be prioritized for teacher candidates working at a Title I campus.

RVISD will also request funding through the support of the district's education foundation, Rio Vista SAFE Fund. SAFE Fund provides financial support for RVISD programs that are in need of continued funding. Paraprofessionals and long-term substitutes will be able to apply for a scholarship through the foundation's annual grant request process.

To be eligible for a scholarship, candidates must meet program eligibility requirements to include the following:

- 1) be currently employed with the district as a paraprofessional or long-term substitute,
- 2) complete the SAFE Fund application,
- 3) provide proof of admission to an accredited EPP,
- 4) submit proof of course completion with a transcript or grade report at the end of each semester,
- 5) maintain a minimum overall 2.5 GPA and average 3.0 GPA in education courses,
- 6) participate in all mentoring activities, and
- 7) complete surveys and attend scheduled leadership meetings to provide feedback and progress.

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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.

Pathway 1: RVISD's recruitment plan will focus on recruiting local teachers to address the district's annual turnover rate of 36.3%. Recruitment will begin with Pathway 1 by providing E&T courses for local high school students to develop an interest in pursuing education as a career pathway. According to Reinger (2012), "Nationwide, 60% of teachers worked in schools within 20 miles of where they went to high school." RVISD is a small, rural school district with 755 students in grades PK to 12 (6 PRIORITY POINTS). During the annual RVISD needs assessment, the teacher data revealed: 1) a significant need to address teacher vacancies and 2) recruit teacher candidates within the Hispanic demographic for the growing Hispanic student population in the area. Research-based best practice implementation of E&T course offerings has been identified by the Texas Association of School Boards 2015 report: "More than 200 Texas districts participate in the Ready, Set, Teach! program, which provides work-based learning and internships in teaching for career education students. In one district, the required eighth-grade career exploration course has... increased enrollment by more than 20% in 2015. Anecdotal evidence shows that some students have become teachers in their home district or nearby schools."

The Pathway 1 recruitment and selection plan of teachers for the E&T courses will be developed to select the teachers with evidence of meeting highly effective requirements. Teachers to include: 1) Evidence of success in the classroom through student achievement data and evaluations, 2) Demonstrated passion for the teaching profession, 3) Outstanding recommendations from the principal, other supervisors, and colleagues, 4) Diversity that reflects the student population, 5) Past experience mentoring student-teacher interns and/or new teachers, 6) Participation in professional development and delivering professional development on best-practices, 7) Positive relationships with students, and 8) Commits to remaining in the district for at least three years upon receiving stipends.

**Pathway 2:**

Recruitment and selection plan in Pathway 2 will target the needs assessment on teacher shortages in hard-to-staff areas and increase the number of Hispanic teachers to reflect the growing Hispanic student population.

The recruitment plan will be implemented with the following strategies:

1. The district leadership team will meet as a committee to identify and select high-performing candidates.
2. Administer an interest survey to determine interest
3. Information meetings will be scheduled to share details about the program, financial support, and required commitments for all participating candidates

Selection: The leadership team will utilize a research-based approach to selecting candidates. According to the whitepaper "An Evidence-Based Approach to Candidate Selection": "Candidate selection should be based on best practices in order to overcome opinions, knowledge gaps, and biases. Wherever possible, it should rely on formal, explicit methods to analyze evidence and make the data available to decision-makers."

All paraprofessionals, instructional aides, and substitutes who meet the requirements below will be encouraged to apply as a candidate for participation:

1. Be currently employed by the school district for at least one year
2. Complete the education courses to graduate with a bachelor's degree and/or teacher certification within the two-year timeline of the grant period.
3. Commit to serving as a full-time teacher of record during the start of the 2023-2024 school year

All applications will be assigned a number with identifying information redacted to ensure a fair and equitable review process.

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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.

RVISD will receive applications from interested paraprofessionals and long-term substitutes to be reviewed by the district's leadership team using a scoring rubric. To ensure a fair and equitable evaluation process, a candidate number will be assigned to each application with the redaction of names and identifying information. The pool of candidates will be scored and ranked based on the following factors: 1) number of years working in the district, 2) number of years working in a classroom setting, 2) recommendation of supervising teacher and principal, 3) community and extracurricular involvement, 4) attendance rate, and 5) work evaluations.

For proficiency, the review process will include an analysis of each candidates' accomplishments to include goals, classroom management, progress reports or grades of assigned students or groups of students, student attendance, attendance at professional development offerings, or other criteria based on their assigned campus duties. The results of the analysis will be quantified into an overall score. Candidates will be ranked and additional priority points will be assigned to candidates that address the diversity shortage within the teacher population.

Once the scoring process is completed, final candidates will be invited for a final interview with the district's leadership team. The interview process will ask questions about their interest in becoming a teacher, assess persistence, review recommendations, and assess consideration to teach in a hard-to-staff area. Information about required program commitments and assurances will be reviewed with the final candidates. Selected candidates will be contacted and asked to sign a letter of commitment.

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.

RVISD is committed to supporting the success of all participants and candidates receiving stipends. Support from district and campus staff will ensure that all candidates meet all program requirements, successfully persist in throughout the program, and encouraged to excel in their role as a teacher.

Pathway 1:

Teachers for the Education & Training courses will be provided support through the district's College and Career Counselor:

- 1. Weekly meetings will facilitate and identify areas of support to ensure the success of the program.
- 2. The E&T teachers will be provided with additional training and professional development opportunities to support growth and development throughout the grant period.
- 3. Access to purchase additional supplies and curriculum resources to meet course requirements

Pathway 2: Rio Vista ISD will provide resources and personnel supports for Pathway 2 candidates:

- 1. Each candidate will participate in new teacher mentoring by an assigned, highly effective teacher mentor
- 2. Access to regular professional development and instructional coaching
- 3. Weekly grade level/team meetings will provide check-in opportunities to identify progress and areas where additional support may be needed
- 4. Co-teaching opportunities and teacher-release time to observe other teachers' classroom management, teaching practices, lesson planning, assessment, and more.
- 5. Mentors will schedule classroom visits to observe, provide constructive feedback, and model effective teaching

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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.

The final teacher candidates will sign a letter of commitment or MOU to clearly outline the responsibilities and requirements for program participation and receiving a stipend:

1. Commit to employment with the district for three years to receive a stipend
2. Continue to comply with the state's Educator Code of Ethics
3. Participate in the new teacher mentoring program
4. Attend relevant and required professional development opportunities
5. Employment as a teacher is contingent upon satisfactory completion of a certification program and satisfactory job performance

**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="2"/>	x \$5,500=	<input type="text" value="11000"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	x \$11,000=	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2020-2021	<input type="text"/>	x \$8,000=	<input type="text"/>
Number of high schools <u>without</u> existing Education and Training courses in 2020-2021	<input type="text" value="1"/>	x \$10,000=	<input type="text" value="10000"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2021-2023	<input type="text"/>	x \$10,000=	<input type="text"/>
<b>Total Request for Pathway 1</b>			<input type="text" value="21000"/>

**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"/>	x \$8,000=	<input type="text"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="4"/>	x \$19,000=	<input type="text" value="76000"/>
<b>Total Request for Pathways 1 and 2</b>			<input type="text" value="97000"/>

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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.	Teacher stipends-for non-dual enrollment E&T courses teacher of record	\$11,000
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Professional development-implement E&T courses	\$5,000
7.	TAFE/FCCLA membership cost	\$500
8.		
9.		
10.		

**Supplies and Materials**

11.		
12.		
13.		
14.		

**Other Operating Costs**

15.	Tuition costs for teacher candidates	\$76,000
16.	Teacher certification costs	\$4,500
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"/>	
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