



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: G.A.A., Article III, Rider 41, 86th Texas Legislature

Grant period: From 02/01/2021 to 06/30/2023

Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of the required attachments.

Amendment Number

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

1. Applicant Information

Name of organization Terrell Independent School District

Campus name Terrell High School CDN 129906 Vendor ID 1756002575 ESC 10 DUNS 080734155

Address 700 North Catherine Street City Terrell ZIP 75160 Phone 972-563-7504

Primary Contact Dr. Georgeanne Warnock Email georgeanne.warnock@terrellisd.org Phone 972-563-7504

Secondary Contact Dr. Larry Polk Email larry.polk@terrellisd.org Phone 972-563-7504

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Georgeanne War Title Superintendent Email georgeanne.warnock@terrellisd.org

Phone 972-563-7504 Signature  Date 11/05/2020

Grant Writer Name Dr. Larry Polk Signature  Date 11/05/2020

☒ 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 # 701-21-101/277-21

2021-2023 Grow Your Own Grant Program, Cycle 4

Page 1 of 11

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 TISD student population is diverse. The majority of student learners are A/A (22.1%) Hispanic (49.8%), with only 8.4% of Hispanic teachers. There is a need to create a pathway for diverse students to become future educators in TISD.	Offer high quality Education & Training courses at Terrell High School. THS Counselors to intentionally advise and enroll diverse students into the GYO pathway 1 ; Continue partnership with TVCC to expand dual-credit offering for this pathway; Expand professional development/professional learning for motivated educators to advance the Education & Teaching pathway.
TISD experienced a 28.3% Teacher Turn-Over rate (2019). This is significantly above the State average of 16.5%. There is a need improve the retention rate by recruiting successful paraprofessionals, teacher aides, and substitutes to earn teaching credentials.	There are paras, aides, and subs that are already investing in the district as employees to transition into certified teacher roles. Implement an intentional recruitment plan to select outstanding aspiring teacher candidates; Provide cohort participant stipends to confer their Bachelors degree and content certification; Partner with Texas A&M Commerce and Region 10 ESC as FPD.
TISD recruits Bilingual, ESL, SPED, and STEAM teachers in Elementary and Secondary grades utilizing stipends without success of finding certified and qualified prospects for all positions. There is a need to grow our own teachers in these shortage positions.	Offer opportunities that lead to filling teacher positions in high need areas. GYO Pathway 1 Education & Training for THS students to receive dual-credit through TVCC and confer their AAT degree; Pathway 2 for Teacher aides and other auxiliary personnel to complete their degree and certification; Candidates return to TISD to teach for a minimum of 3 years.

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.

(Pathway 1): By the end of the two-year GYO program, Terrell ISD will expand our Education & Teaching pathway by engaging motivated educators in professional development/professional learning experiences equal to the Teacher Learning Institute. TISD will seek to expand dual credit for students pursuing this pathway, and return to TISD to fulfill a teaching career. (Pathway 2): By the end of the two-year GYO program, Terrell ISD will have more certified and qualified teachers to educate a diverse student population in the hard to staff areas of Bilingual, ESL, SPED, and STEAM. TISD will also experience a reduction in the turnover rate, which will yield fewer teacher vacancies because of creating our own teacher pipeline with current invested paraprofessionals, aides, and substitutes.

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: TISD GYO Task Force submits MOU with TVCC to TEA; (2) THS Academic guide published; (3) THS Counselors intentionally advise and enroll diverse and other 9th-12th graders into Education & Training pathway by 04/01/21; (5) TVCC faculty explains expectations and enroll students in dual-credit courses by 06/15/21; (6) Participants attend summer institute in June, 2021.

Pathway 2: TISD GYO Task Force (1) completes the recruitment process and identifies 6 aides selected to the cohort by 05/01/2021; (2) TISD submits MOU for TAMU-Commerce & Region 10 for audits, degree plans, enrollments, candidate MOU ' s all to TEA by 06/15/21.

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

Pathway 1: TISD students attend Instructional Practice in Education & Training (1 course) of dual-credit through TVCC (Educ 1300); (2) TISD Teachers sponsor students by developing and becoming an active member of the local chapter of TAFE, Region 10 South and support students in successfully navigating through the coursework and @ least 1 competitive event; (3) Internal & TEA required survey/progress monitoring of 2021-2022 school year.

Pathway 2: TISD (6) Selected members of the cohort are installed into the TISD New Teacher Academy facilitated by the District Elementary Blended Learning Coordinator and Secondary Math & Science Coordinator, and assigned to Mentor Teacher within the group to engage in professional development and professional learning beginning in Spring 2021 through First 2 yrs of being a TISD Teacher of Record beginning Fall of 2023 fully certified/qualified.

Third-Quarter Benchmark

Pathway 1: TISD students attend Practicum in Education & Training (2 courses) of dual-credit through TVCC (Educ 1301/2301); (2) TISD students participate in @ least 1 TAFE competition; (3) Candidates complete Aide credentials and application for employment with TISD with 6-12 college hours towards AAT degree.

Pathway 2: (6) Candidates continue to be supported by mentor teachers in the Tiger Academy; (2) (6) candidates complete degree, certification requirements, student teaching and join ATPE by 06/23, to become Teacher of Record in hard to staff areas by Fall of 2023. The become alumni cohorts to participate with future Cohort; (3) All pertinent grant data submitted to TEA.

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.

TISD in partnership with Region 10 ESC, Discount Supply, #PAC-Terrell (Partners Advancing the Community of Terrell), and TVCC begin the footprints of our grow your own through district succession planning. The component needed to complete the circle was pathway 1 and grant funding to support the initiative. The Cycle 4 GYO programming will allow us to be successful, if awarded. Terrell ISD, servicing 80% of students in poverty and majority ethnic minority students have been given an overall negative perception. Surrounded by affluent districts such as Rockwall and Forney, many believe that nothing great can immerge from such humble beginnings. The GYO grant will provide Hope of unlocking the potential of an entire community. The education sector is the largest employer in the city and the haven for knowledge and CHANGE. An organization where people have displayed an amputated spirit, this grant will allow Human value and worth to be recaptured because it allows us to exclusively pour into people, that will make the greatest difference. The GYO cycle 4 grant finally allows TISD to showcase the full circle of completion and how beneficial outcomes can be when an investment is made in students and paraprofessionals that are able to narrate the outcome of each one teach one and reach one and life that we know it will never be the same because we will have experienced a replicated positive cycle juxtaposed to the vicious cycle. The impact will be legendary as lives will be positively influenced for generations to come. Not only has COVID-19 allowed us to embrace the reincarnation of the value of teachers as heroes, but we will be able to capitalize on that from a public education perception that heroes has always existed in our schools as the formulating foundation for all careers and dreams, but everyone is a partner. The program will be evaluated on an continual and ongoing basis to ensure success based on (AAR) methods by the GYO Task Force guided by the Assistant Superintendent of Student, Family, & Community Services to ensure compliancy and effectiveness.

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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-Warned 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 vision of Terrell ISD is EXPECT MORE. ACHIEVE MORE. The GYO Cycle 4 grant program aligns with the vision and speaks directly with our goals and district guiding pillars to: Expect Staff to deliver and Students to engage in rigorous learning for High Student Achievement; Expect High Quality and Safe Learning Environment both Physical and Social-Emotional for High Student Achievement; Expect Transparency and decisions that support long-term financial stability for High Student Achievement; Expect Engagement with the Community for High Student Achievement. TISD is dedicated to partnering with TVCC and TAMU-Commerce as higher-ed institutions along with Region 10 ESC to provide flexible preparation programming for students and staff to inspire passion for lifelong learning to enhance character and professional development to achieve academic and career goals. Texas Education code is clear in requiring every school district to develop a plan of student improvement. TISD District Improvement Plan (DIP) is an annual plan that utilizes a collaborative process that involves internal and external stakeholders made up of teachers, staff, students, parents, and community members. The GYO Task Force and the project initiative specifically will be interjected in the 2021-2023 plans to dedicate facilities, human resources, and local, state, and federal resources to the GYO program for commitment to sustainability beyond grant funding. The District Education Improvement Committee (DEIC) will evaluate program effectiveness during annual Needs Assessments. TEA specified performance metrics and documentation requirements of the GYO Cycle 4 compliance measures will be completed and reported by standards. The partnership with TVCC and TAMU-Commerce expands this partnership to prepare future teachers to return to TISD and educate students in the high-need content areas as alumnus of TISD. The sustainability of the GYO pipeline will be established through the alliance of our partnerships and conducting After-Action-Reviews with the following baseline approach:

1) Quarterly Smart Goals, Objectives, Action steps, Benchmarks, & Performance measures, developed and monitored for Pathway 1 and 2 effectiveness and efficiency. 2) Meetings will be held regularly for both student and employee cohorts in both pathway 1 & 2 to identify what 's working and what needs to be changed to yield support and improvement. 3) Data collection through surveys and qualitative participating students and cohorts to ensure action steps, benchmarks, and performance measures are being implemented with fidelity. TISD GYO Task Force will review and adjust SMART goals and also communicate surveys, progress monitoring reports and submitted to TEA in the format requested by the agency. These reports will be shared with the Superintendent, TISD Board of Trustees, along with partners: TVCC, Texas A&M University-Commerce, and Region 10 in an effort to continuously improve the preparation for THS students and paraprofessional cohorts to become future teachers in Terrell ISD.

Year 1 February 2021-May 2022: TISD will launch the GYO Cycle 4 program if funded by engaging our students in a new pathway that provides them with foundational "soft-skill" development as well as exposure into the teaching as a noble profession that through exploration and experience will become a viable option to complete the degree and credentialing to educate future students in TISD in the high-critical need content areas: Bilingual, SPED, ESL, and STEAM.

Year 2 August 2022-May 2023: TISD along with aligned partners will continue to fulfill all compliant elements of the grant program as well as aligning our district federal, state, and local resources to continue the vibrance of this program and experience continuous improvement and growth of the Education and Training pathway

Years 3 & Beyond: TISD intent is for the Education and Training pathway become a fabric of our organization and community as well as a researched best-practice and strategy to alleviate the academic and demographic divide within TISD. One of our current students said, "That teaching is a calling and unlock potential energy of our students, but only after genuine relationships are developed. Many students may not remember those significant teachers years from now by the subject that they taught, but will remember them by name because of how much they cared." (K.L.) This is the essence of why the GYO Cycle 4 grant solidifies such a need for Terrell ISD.

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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.

TISD's plan to recruit student participants and staff (6) candidates for the cohort will follow the recommended research that involves the theoretical framework of TEA supplemental Fit-Choice Scale to review Motivations of candidates choosing the teaching profession, as well as EAB research model focusing on Outcome Focused Recruitment. TISD plan to recruit candidates in both Pathway 1 and 2 by intentionally designing recruitment materials to attract diversity with marketing that encourages engagement by appealing to the Social and emotional learning consideration for students support as well self-regulation of candidates. The recruitment process will initially look like:

EXPOSURE: Information session for students and paraprofessionals explaining Pathway 1 & 2, including Interest Survey—aligned with Fit Choice type probing. Information sessions will occur both face-to-face @ Jamie Foxx Performing Arts Center to social distance, as well as Virtual Sessions

EXPLORATION: THS Counselors provide both face-2-face and virtual intentional sessions guiding prospective students of what the pathway schedule will look like and how it configures into their 4yr graduation plan. The courses will follow the TEA TEKS curricula expectations along with embedding critical thinking programming endorsed by the ThinkLaw work Colin Seale. Pathway 2 prospects will explore similar components facilitated through the Tiger Academy facilitators along with Campus and District Administrators.

EXPERIENCE: THS students will be completely immersed in the pathway and Education and Training courses through the CTE pathway, while Cohort candidates will undergo an interview for selection, Round 1 will engage Top 24 applicants, Round 2 12, and Round 3 will offer Top (6). (See Sample Interview Questions/Rubric) Cohort members will meet with HR to complete the MOU that will require a commitment to teach in TISD for a minimum of 3yrs in high need hard to fill content areas as a certified/qualified teacher that decreases the retention level along with closing the demographic divide.

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.

TISD commitment to building a diverse staff that mirrors the demographics of the majority of students served will continue by strongly encouraging applications from all effective teachers regardless of race or ethnic background. Priority considerations given for all staff candidates that have exemplary job performance evaluations, nominations from campus/district administrators, recommendations from colleagues/professional references, involvement in district community service projects/activities, planned certification in pursuit that aligns with high needs, along with application content and interview score according to the rubric. Research based tools and strategies implemented will ensure the TISD GYO project equitably selects high quality candidates/cohort that reflect the demographics of our 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.

The TISD Grow Your Own Cycle 4 program proposes to continue our partnership with TVCC, Region 10 ESC, and develop a partnership with Texas A&M University-Commerce to provide stipends for (2) educators under the GYO Pathway 1 and a total of (6) paraprofessional, (2) holding a bachelor ' s degree will earn a teacher certification through Region 10 EPP, and (4) will earn and confer their Bachelor ' s degree through TAMU-Commerce. The THS Counselors and Director of College and Career Readiness, High-School, Middle-School Teachers, GYO Task Force, along with Campus and District Administrators will support the career pathways by continuing to provide expertise, human capital, and appropriate fiscal resources to enhance the experience for our students and paraprofessionals to experience success and our investing personnel to give back to TISD. The Tiger Academy and its facilitators will continuously improve and enhance the professional growth of our cohort by building the capacity of our practitioners. The pipeline will become cyclical, replicate success by design, and become a fabric of the rebranding and revitalization of the teaching profession and specifically teaching in Terrell ISD.

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.

TISD proposes to offer two educator preparation pathways leading to teacher certification and employment in TISD. GYO pathway 2a Teacher Certification only (TISD Find Success/Overcome Obstacles/Accomplish Your Dreams/Change Your Reality SOAR Academy) and pathway 2b Bachelors Degree + Certification (TISD College For All Tigers, engaged 18 cohort members that will confer their Associates Degree (AAT) from (TVCC), and will now be able to transition to Texas A&M University-Commerce to attain the credentials to fill high critical need content areas and teach within Terrell ISD for a minimum of 3 years. (1) High School teachers selected to teach in the GYO pathway 1 program might receive a stipend depending on the need of adjunct teaching positions of TVCC. The MOU in place is attached but will be expanded to include the Education and Training pathway (2) Paraprofessionals accepted for Pathway 2 will be issued a stipend in accordance to the GYO cycle 4 grant as TISD partner with Region 10 ESC (MOU attached) and hope to collaborate with TAMU-C in a partnership through TVCC and TISD. Cohorts will sign a MOU with HR to receive stipends, attend Tiger Academy, & complete program requirements in targeted high need areas & teach in the district for 3yrs—continuation based on satisfactory evals on TISD-T-TAGS.

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

1

x \$5,500= \$5,500

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit

x \$11,000=

Number of high schools with existing Education and Training courses in 2020-2021

1

x \$8,000= \$8,000

Number of high schools without existing Education and Training courses in 2020-2021

x \$10,000=

Number of high schools offering dual credit Education and Training courses in 2021-2023

1

x \$10,000= \$10,000

Total Request for Pathway 1

\$23,500

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

2

x \$8,000= \$16,000

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification

4

x \$19,000= \$76,000

Total Request for Pathways 1 and 2

\$115,500

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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.	Education & Training Pathway 1 & 2 Teacher/Staff Stipends-2yrs	\$16,500
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Texas A&M University @ Commerce (4) Cohort Tuition Bachelor's Degree Completion 2yrs	\$72,000
7.	Region 10-ESC Certification-Only (4)	\$15,000
8.	Think-Law (Colin Seale) Critical Thinking Curriculum Student/Staff Workshop	\$ 2,000
9.		
10.		

Supplies and Materials

11.	THS Education and Training Pathway Implementation	\$3,000
12.	Tiger Academy Mentor Programming (Student/Cohort)	\$1,100
13.		
14.		

Other Operating Costs

15.	Travel Student/Cohort TEA Summer Institute (TAFE Student Membership/Events)	\$3,000
16.	TEA Certification Exams/Certificates (6) Pathway 2 and Educational Student Aide Pathway 1	\$2,900
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: \$115,500**For TEA Use Only:**

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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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