2021-2023 Grow Your Own Grant Program, Cycle 4

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

Texas Education Agency

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):

1. Applicant Information

Name of organization: Snook ISD

Campus name: Snook Secondary | CDN: 026903 | Vendor ID: 74-6003423 | ESC: 6 | DUNS: 100855063

Address: PO Box 87 / 10110 FM 2155 | City: Snook | ZIP: 77878 | Phone: 979.272.8307

Primary Contact: Jerod Neff | Email: neffj@snookisd.org | Phone: 979.272.5027

Secondary Contact: Darrell St. Clair | Email: stclaird@snookisd.org | Phone: 979.272.8307

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: Brenda W. Krchnak | Title: Superintenden | Email: krchnakb@snookisd.org

Phone: 979.272.8307 | Signature: Brenda W. Krchnak | Date:

Grant Writer Name: Jerod Neff | Signature: | Date: 10/28/2020

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
Snook ISD Turnover Rate for Teachers has exceeded the state rate (16.5%) for the past five years (2019-18..4%; 2018-32.2%; 2017-20.2%; 2016-38.5%; 2015-28.0%).	Providing financial assistance to instructional aides in order for them to earn a teacher certification will reduce the Snook ISD Turnover Rate for Teaches by creating highly qualified teachers who are already committed to the community for the foreseeable future.
Snook ISD Average Years of Experience of Teachers with District has been below the state average (11.1) for the past five years (2019-10.0; 2018-10.0; 2017-5.7; 2016-5.3; 2015-6.96).	Providing financial assistance instructional aides in order to earn a teacher certification will improve the Average Years of Experience with Snook ISD by relying less on recent college graduates who are younger and not as familiar with the students or the area.
Snook ISD Count of Beginning Teachers has exceeded the state average (7.0%) for the past four out of five years (2019-11.8%; 2018-17.3%; 2017-15.6%; 2016-2.2%; 2015-10.5%).	Investing in Education & Teacher programs at the secondary level that encourages students to pursue careers in education will reduce the Snook ISD Count of Beginning Teachers because more college graduates will have degrees in education and classroom field experience.

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.

GOAL: By the 2023 release of the Texas Academic Performance Report (TAPR), Snook ISD will have reduced the district Turnover Rate for Teachers to below the state average of 16.5% (2019).

DESCRIPTION: Snook ISD singular goal reflects our singular determination to create a sustainable process that not only promotes and advocates the educator as a worthy occupation for students but also grows staff members and educators into effective instructional leaders. As a result from their success in the classroom, fewer teachers will consider options outside the district or 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

FEB 2021 – (1) Provide informational meetings for the Grow Your Own, Cycle 4 (GYO-4) sharing (a) GYO-4 requirements, (b) MOU and (c) local grant expectations. (2) Recruit students to enroll in E&T courses.
MAR 2021 – Identify, review and select most qualified candidates to participate in the GYO-4.
JUN 2021 - E&T teacher, principal and college/career counselor attend TEA-led Teacher Institute.
AUG 2021 – (1) Determine the demographics of grant participants, (2) Assign participants to full-time teaching assignments through EPP, (3) Participants submit documentation of enrollment in an IHE and/or an EPP, (4) Participants submit SUMMER 2021 transcripts, and (5) Participants submit periodic TEA program surveys.
NOV-DEC 2021 - (1) E&T teacher and students join TAFE and (2) register for TAFE contests.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

JAN 2022 - (1) Participants submit transcripts for FALL 2021 showing course and/or degree completion, and (2) GYO Coordinator (a) reviews participant course completion and (b) determines need for additional support.
MAR 2022 - TAFE chapter participates at TAFE State Summit.
MAY 2022 – (1) Participants submit transcripts for SPRING 2022 showing course and/or degree completion, (2) GYO Coordinator (a) reviews participant course completion and (b) determines need for additional support, and (3) Participants submit periodic TEA program surveys. (2) E&T students earn educational aide certification.
MAY-AUG 2022 – (1) Snook ISD considers certified participants for teacher employment. (2)

Third-Quarter Benchmark

AUG 2022 – Eligible participants begin full-time teaching assignments through EPP.
SEP 2022 – (1) Participants submit transcripts for SUMMER 2022 showing course and/or degree completion, (2) GYO Coordinator (a) reviews participant course completion and (b) determines need for additional support. (3) Determine percent completion of degrees and teacher certificates by grant participants, (4) Determine the number and type of teacher certificates awarded to grant participants, (5) Determine number of participants promoted to full time teaching roles within district, and (6) Participants submit periodic TEA program surveys.
NOV-DEC 2022 – (1) Participants submit transcripts for FALL 2022 showing course and/or degree completion and (2) Snook ISD considers certified participants for teacher employment. (3) E&T teacher and students renew TAFE membership and (2) register for TAFE contests.

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.

Snook ISD's SMART Goal: By the 2023 release of the Texas Academic Performance Report (TAPR), Snook ISD will have reduced the district Turnover Rate for Teachers to below the state average of 16.5% (2019).

PATHWAY 1: Education & Training (E&T) Teacher
For Pathway 1, the primary measures for this grant are (1) course enrollment, (2) student diversity, (3) student intern classroom partners, and (4) TAFE participation. For sustainability and support, the GYO Coordinator and the E&T teacher will partner with TAFE Region 6 and TAFE State Program Director to implement a highly effective curriculum. In addition, the E&T teacher's membership to TAFE Region 6 offers access to a network of E&T teachers who have experience implementing E&T courses.

PATHWAY 2: Instructional Aides, Paraprofessionals & Long-Term Substitutes
Prior to teaching, the primary measures for this grant are the (1) completion of coursework, (2) degrees earned, and (3) teacher certification exams. The GYO Coordinator will review submitted transcripts and regularly touch base with participants to monitor coursework progression. The GYO Coordinator will determine the level of assistance needed. Participant assistance will range from regular progress checks (i.e. informal monitoring) to potential scheduling allowances (e.g. early release, substitute) to academic support (e.g. academic advising, tutoring, assignment assistance). If participants are not making sufficient progress despite assistance, participants will be paired with a mentor educator who will regularly check-in and provide needed support and guidance.

Participants completing their EPP will be assigned a mentor teacher to provide day-to-day support on classroom responsibilities and other duties. Campus administration will periodically monitor classroom management through regular walkthroughs and teacher referrals. Academics progress and student data will be monitored through PLCs.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

Snook ISD is determined to build an educator pipeline that is self-sustaining.

STEP 1: Securing Course Sections.
In order for E&T courses to be sustained a minimum of three periods of instruction are required. Principles of Education & Training and Communication & Technology in Education should at least be scheduled on an annual rotation. Instructional Practices & Practicum in Education & Training stacked with differentiated expectations. All four courses will be available in the 2021-2022 Course Guide which is adopted by the school board.

STEP 2: Secure an E&T Teacher.
In order for this to be viewed as a priority, a lead teacher must choose to take on this assignment, knowing that would be likely responsible for an additional academic assignment. Having a stipend will assist in recruitment of a highly qualified teacher.

STEP 3: Secure Funding.
In order for an E&T program to be successful, teachers will need access to curriculum and professional development. In addition, funding should be provided for the teacher leader and the students to be members of TAFE. E&T programs at a small rural district can operate sufficiently for $1,500 annually which is a small expense to ensure future teachers. Even so, it will be necessary to fundraising for TAFE contests, travel, and meals.

STEP 4: Secure an Effective Curriculum.
In order for a teacher to be successful, an E&T teacher must have a foundation for providing instruction. This is especially helpful for someone who is new to this program of study and will be responsible for multiple course preparations. Snook ISD will purchase needed course curriculum and share district instructional materials for E&T courses. TAFE is currently developing curriculum for recently approved TEA innovative courses that will be free to districts.

STEP 5: Secure & Develop Classroom Partners.
All E&T classes should have opportunities to participate in field experiences and develop relationships with teachers, personnel, but most of all students. Ensuring E&T students have field classrooms with experienced teachers demonstrating best practices is essential for developing tomorrow's teachers. Snook Secondary shares the same facility as Snook Elementary which allows for greater flexibility. Snook Elementary has many experienced and effective faculty members.

STEP 6: Secure Post-Secondary Partners.
In order for students to transition to a post-secondary setting, students should be developing connections beyond high school. This means developing a relationship with school districts, local child care, after school programs, or tutoring services. This also means speaking with college admissions and college professors about career paths and visiting college campuses. All E&T courses will have embedded opportunities to collaborate with post-secondary education programs.

STEP 7: Post-Grad Progress Checks.
In order for students to persist and return as a teacher, student stakeholders must continue to take an active interest in a student's progress. Even students who have graduated and moved on, it is important to reiterate the people care and continue to expect our very best in whatever we do. During the second semester of their senior, students will be assigned a post-secondary mentor to continue to check and provide support for students.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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: Education & Training Teacher

Snook ISD will notify all teachers regarding the position of an Education & Training teacher opening responsible for at a minimum of three sections of Education & Training courses and will be eligible for a stipend. Notifications will include (1) dates for required professional development, (2) a desire for the district to meet the needs of our diverse student population, (3) the district MOU for the GYO Program, and (4) a form for teachers to nominate themselves or others. Prior to the close of the nomination window, a meeting will be held to address any questions candidates might have.

Once the nomination window has closed and nominees have been confirmed, district and campus administrators will rate candidates using equitable research-based practices focused on: (1) student success/achievement, (2) extracurricular involvement, (3) student relationships, (4) academic leadership, (5) ability to provide dual-credit instruction, and (6) recommendation letters.

Nominees will then be interviewed by a committee consisting of campus and district administrators. Nominees will be expected to address traditional teacher topics as well as advocacy of education as a career; development of a strong CTSO; collaboration with teachers and administrators; and establishing lasting post-secondary relationships with area colleges.

Nominee selection will be based upon initial administrator ratings, interview responses, and the ability to engage a diverse population of students.

PATHWAY 2: Instructional Aides, Paraprofessionals & Long-Term Substitutes

Snook ISD will notify all support staff who work in an instructional setting including long-term substitutes regarding the opportunity for tuition reimbursement towards the completion of a college degree and/or educational preparation program (EPP). Notifications will include (1) GYO-4 requirements, (2) the district MOU for the GYO Program, (3) a desire to employ teachers that meet the needs of our diverse student population, and (4) a form for candidates to nominate themselves or others. Prior to the close of the nomination window, a meeting will be held to address any questions candidates might have.

Once the nomination window has closed and nominees been confirmed, district and campus administrators will rate nominees using equitable research-based practices focused on: (1) college degree earned, (2) college hours earned, (3) undergraduate GPA, (4) professional evaluations, (5) certification area, and (6) recommendation letters. A small committee consisting of district and campus administrators will interview nominees as potential teachers.

Nominee selection will be based upon initial administrator ratings, interview responses, and the ability to engage a diverse population of students.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

PATHWAY 1: Education & Training Teacher
Rating Rubric Domains - (1) student success/achievement, (2) extra-curricular involvement, (3) student relationships, (4) academic leadership, and (5) recommendation letters.
INTERVIEW QUESTIONS
(1) Why should teachers advocate education as a career field to all students? (2) What sorts of things must be done in prior to providing classroom field experiences? (3) What do you think are the primary challenges to developing a strong CTSO (e.g. TAFE) at Snook ISD? How would you address each challenge? (4) What can Snook ISD do to establish lasting post-secondary relationships with area colleges? What would be the long-term impact of those activities? (5) SCENARIO - The elementary principal comes by to tell you that s/he has noticed one of your student interns sitting in bleachers on her phone while Pre-K students are at PE. What could have previously occurred that would have told this student intern these behaviors were acceptable? How would you address this in the future?

PATHWAY 2: Instructional Aides, Paraprofessionals & Long-Term Substitutes
Rating Rubric Domains - (1) college degree earned, (2) college hours earned, (3) undergraduate GPA, (4) professional evaluations, (5) certification area, and (6) recommendation letters.
INTERVIEW QUESTIONS
(1) Why do you want to be a teacher? (2) What certification are you looking to obtain? Why does that area interest you? (3) Talk about a time you were frustrated with a student and how you dealt with the situation. (4) How have you motivated a student to take ownership in their learning? (5) What do you enjoy about working in education?

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: Education & Training Teacher
Snook ISD is prepared to construct a pipeline of future educators for small and rural schools that effectively supports the Education & Training teacher. STEP 1: Develop a Highly Effective Curriculum. Snook ISD will collaborate with TAFE Curriculum Committee to develop curriculum for previously adopted and newly adopted innovative TEA E&T courses. STEP 2: Provide Relevant Professional Development. Snook ISD will attend, collaborate and plan at the TEA-led Teacher Institute. Snook ISD will budget for annual TAFE teacher leader conference in conjunction with the FCSTAT summer conference. TAFE Region 6 will also serve as a valuable network to develop best practices. STEP 3: Recruit Students. Snook ISD will designate dates for the E&T teacher to present to future Grade 8 and high school students about Education & Training Program of Study prior to course scheduling. Snook ISD will also guarantee a teacher interviews for Snook ISD students who were E&T program completers.

PATHWAY 2: Instructional Aides, Paraprofessionals & Long-Term Substitutes
Snook ISD is prepared to construct a pipeline of future educators for small and rural schools that effectively supports instructional support staff. STEP 1: When possible, encourage college course cohorts to provide regular peer-to-peer support. STEP 2 Provide Class Support: Snook ISD will (1) conduct biweekly progress checks, (2) provide flexible scheduling, and (3) academic assistance. STEP 3: Assign a Mentor Teacher. Mentor teachers will be a day-to-day resource for new teachers. STEP 4: Invite to participate and collaborate in professional development and PLCs.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

PATHWAY 1: Education & Training Teacher
THE RESPONSIBILITIES OF THE PARTICIPANT
(1) Commit to (a) teaching a minimum of three Education & Training courses, (b) leading the TAFE chapter in meeting no less than once per month, (c) prepare and travel to TAFE area and state contests, and (4) attend TEA-led Teacher Institute. (2) Serve as a full-time teacher for an additional two years for the District beyond grant funding. (3) Serve as an employee in good standing for the District.

PATHWAY 2: Instructional Aides, Paraprofessionals & Long-Term Substitutes
THE RESPONSIBILITIES OF THE PARTICIPANT
(1) By May 2024, earn a standard teacher certification by (a) competing an educator preparation program (EPP) or (b) by completing a bachelor's degree and an EPP. (2) Serve as a full-time teacher for an additional two years for the District beyond grant funding. (3) Serve as an employee in good standing for 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	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	0	x $11,000=	$0
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	0	x $10,000=	$0
Number of high schools offering **dual credit** Education and Training courses in 2021-2023	0	x $10,000=	$0
		Total Request for Pathway 1	$13,500

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	$105,500

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

CDN 026903 Vendor ID 74-6003423 Amendment #

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.	Pathway 1 - Education & Training Teacher Stipend	$5,500
2.	Pathway 2 - Substitute Pay	$2,500
3.		
4.		
5.		

Professional and Contracted Services

6.	Pathway 1 - CTSO Memberships & Conferences	$1,000
7.	Pathway 2 - Tuition Reimbursement	$87,000
8.	Pathway 2 - Exam Reimbursement	$2,500
9.		
10.		

Supplies and Materials

11.	Pathway 1 - Education & Training Curriculum & Instructional Materials	$2,000
12.		
13.		
14.		

Other Operating Costs

15.	Pathway 1 - TEA-led Teacher Institute (Travel)	$3,000
16.	Pathway 1 - CTSO Travel	$2,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	0
TOTAL GRANT AWARD REQUESTED:	$105,500

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

CDN 026903 Vendor ID 74-6003423 Amendment #

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.