



# 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 <a href="mailto:competitivegrants@tea.texas.gov">competitivegrants@tea.texas.gov</a>		

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	Gregory-Portland ISD								
Campus name	Gregory-Portland High School	CDN	205902	Vendor ID	1746001014	ESC	02	DUNS	045339462
Address	608 College Street		City	Portland	ZIP	78374	Phone	361-777-1093	
Primary Contact	Dr. Michelle Cavazos		Email	mcavazos@g-pisd.org			Phone	361-777-1093	
Secondary Contact	Velma Soliz-Garcia		Email	vgarcia@g-pisd.org			Phone	361-777-1097	

### 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	Michelle Cavazos	Title	Superintenden	Email	mcavazos@g-pisd.org	
Phone	361-777-1093	Signature	Michelle Cavazos	Digitally signed by Michelle Cavazos Date: 2020.11.04 15:00:10 -06'00'	Date	11/4/2020
Grant Writer Name	Lisa Seiser	Signature		Date	11/4/2020	

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

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.	
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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
Based on Workforce Solutions of the Coastal Bend, school teachers at all three levels are listed near the top of the 2019-21 target occupations list and have a high demand for positions and are also in the middle regarding average hourly earnings rates in the area.	The district will create and offer Education and Training dual enrollment courses to include Instructional practices and practicums. Students will be advised of the benefits of pursuing education as a career, including schedule, pay rate, employment availability and more. Along with that, the district will be able to build on its FCCLA chapter and participants will attend the annual conference.
More than 54% of teachers in the district have more than 11 years of experience, with 18.4% of those having 20+ years. It is anticipated that several of these teachers will be considering retirement very soon.	The district will openly identify/recruit and then select six (6) paraprofessionals, instructional aides and/or substitute teachers to obtain their bachelor's degrees and/or teacher certification in order to increase the number of area teachers in the workforce and fill needed slots in the district caused by retirements and turnover.
G-PISD needs to increase its teacher diversity to better reflect the student demographics. The student body is 57% Hispanic, while the staff is 24% Hispanic. This also will likely address issues with the low number of English language learning staff in the district.	The district will emphasize the need for additional teachers, especially those who match student demographics. Campus leaders will utilize a comprehensive recruitment effort of teachers/staff for Pathway No. 2 focused on identifying and targeting Hispanic paraprofessionals, instructional aides and long-term substitutes, who also are fluent in Spanish to assist ELL programming.

### 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 Goal: By May of 2022, the district will offer all three courses in Principles of Education and Training, Instructional Practices and a Practicum in Education and Training at Gregory-Portland High School in order to increase interest in the profession, establish a pathway for qualified students to the profession and thus address the need for teachers in the region. Two of these course sections will be for dual credit.

Pathway 2 Goal: By the end of the 2022-23 school year, any candidates will have completed their bachelor's degree and certification program and at the same time be a teacher of record. By the start of 2022-23, any candidates seeking teaching certificates will have completed that requirement and be a teacher of record.

These goals will help fill vital positions within the district expected through retirement.

### 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

- \* Education and Training course offerings will be built into the master schedule and marketed to students.
- \* IHE partnerships for dual credit will be formed to begin in the 2021-22 school year.
- \* The candidates receiving stipend will be confirmed with an MOU and data reported to TEA.
- \* The six (6) candidates who are determined after the selection process will be confirmed with an MOU and finalized to begin the process of receiving their bachelor's degree and/or teacher certification.
- \* Formalize partnership with a high quality Educational Preparation Program (EPP) for candidate certification.
- \* Ensure a minimum of 20 students will be enrolled in Education and Training courses for fall of 2021.
- \* Stipend recipients will attend TEA-led Institute in June 2021.

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

- \* The high school will offer Principles of Education and Training for dual credit.
- \* A total of 20 students will complete at least 1 semester of the approved Education and Training Course.
- \* At least 80% of those students will pass their Education and Training coursework.
- \* The high school will grow its FCCLA chapter with at least 10 students from this program will become members.
- \* At least five (5) FCCLA members will participate in one competitive event related to Education and Training.
- \* Two (2) pathway 2 teacher candidates will receive their standard certification by the start of the 2022-23 school year and be a teacher of record.
- \* Four (4) teacher candidates continue degree coursework toward their bachelor's degree and all will complete their first set of courses needed with a C or better.

**Third-Quarter Benchmark**

- \* The high school will offer all three of the courses - Principles of Education and Training, Instructional Practices and Practicum in Education and Training.
- \* Two of the Education and Training courses will be for dual credit.
- \* 15 students will have passed their dual credit Educational Training Course
- \* An additional 5 students will be added to the FCCLA and participate in at least one competitive event during the 2022-23 school year.
- \* All four (4) teacher candidates pursuing their bachelor's degrees will complete a certification program by the end of the grant period and will be ready to serve as a teacher of record in the district no later than the 2023-24 school year.

**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.

In order to ensure progress is being made to reach benchmarks and summative SMART goals, various data will be obtained from both students and teachers involved in both pathway programs. All students in the Education and Training courses will have their academic data collected as it becomes available, including attendance, grades and surveys. Key monitoring will involve total numbers of students involved in the program. Also, instructional staff members who are working toward obtaining their bachelor's degree will be required to submit printouts of their course grades from the EPP's student-learning portal. Sign in sheets, involvement reports and surveys from the district's FCCLA will be used to monitor progress in all facets on those goals.

This data will be assembled into progress reports that will be reviewed and monitored quarterly by a group of stakeholders including curriculum/instruction personnel, the high school principal, college/career counselors, the dual credit personnel and other district and school leadership team members.

With this information and through the regularly-scheduled meetings, this group can determine quickly whether the campus is on target to meet the quarterly identified benchmarks, which benchmarks may be behind and at risk of not being met, what obstacles may be placing the program pathways at risk and what can be done to implement changes to address the hurdles.

If it is determined that benchmarks are not going to be met or likely to not be met along with the summative SMART goals, those in the stakeholder group will discuss promptly modifications that need to be made and move on them immediately and at the same time alert those involved in the program, including parents, community, administrators and the board significant modifications to the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program, which is important because funding allocated for this particular grant is determined based on the number of educational candidates participating in the program.

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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 district will create a long-term sustainability plan built on the foundation of the initiatives developed through the first year of this Grow Your Own (GYO) Program. Through clear actions taken in the first year of grant funding, sustainability is part of the long-term plan of this program.

Some of the steps taken during the initial year that will accomplish this goal include:

- \* Building a list of qualified, committed and loyal personnel who want to pursue a bachelor's degree to become teachers, or a certification beyond the initial six (6) included in this GYO program, demonstrating interest beyond the grant funding;
- \* Receiving continued feedback from program participants through surveys and face-to-face interviews;
- \* Developing a quality dual enrollment Education and Training Program that has been marketed to students and parents so they understand its importance driving interest and participation in this coursework;
- \* Continue growing a strong and active FCCLA organization within the campus;
- \* Developing a strong relationship with IHE/IHEs and EPPs to continue the program; and
- \* Receiving buy-in regarding both pathways from all involved - from administrators to teachers, parents, students and community members.

Along with the above actions, additional resources and partnerships can be forged for long-term sustainability. In order to promote the success and quality of the program, instructors who transitioned to teachers by obtaining their bachelor's degrees can speak about the opportunity and experience to and with current paraprofessionals and instructional aides as well as current high school students going through the Education and Training courses on campus. This should establish a continual cycle of interest in both parts of this GYO program as it moves beyond the grant period and build the type of local educator pipeline as desired through this program. Through education and this GYO program, support will be continual knowing these initiatives address the high need for local people who are loyal to the district and have shown good educational instructor potential in order to replace retiring teachers and specifically also to fill positions in special education and bilingual education.

Funding to continue both aspects of this program, because of its buy-in from all involved, can be leveraged from local funds as determined by the school board of education for Gregory-Portland ISD. The recently created G-P Educational Foundation also could be included in this program by providing scholarships and other funding potentials to continue this GYO program years into the future. In its first full year, the foundation awarded nearly \$14,000 in teacher grants to create innovative programs at all levels throughout the district, impacting as many as 1,700 students. This organization also gave out six (6) teacher of the year awards for 2019-2020 school year. This 501(c)(3) nonprofit was established to serve and support students and teachers. It has a passion for education and the organization shares a collective desire to see students succeed and educators recognized and honored for their hard work. While the current G-P Educational Foundation teacher grant opportunities are focused on programming, the GYO program for paraprofessionals and instructional aides receiving scholarships to attend an EPP and receive their bachelor's degree could be proposed to this relatively new organization. District leaders believe this is a potential funding source because the G-P Educational Foundation would have up to three (3) years to start a specific scholarship program for GYO and because it being relatively young, could add this to its funding priority list before there are an abundant number of initiatives.

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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.

Recruitment and selection of participants and candidates started with a needs assessment, which focused on likely future teacher shortages as well as gaps in the teacher/student demographics (cited below). In order to achieve these goals, the following overarching strategies and activities will be utilized:

- \* Administrators will form a committee to select high potential participants and candidates in both pathways.
- \* Meetings will be held to detail the program requirements, benefits and for the teachers explain the available financial support.
- \* Utilize surveys, fliers, and emails to attract interest from both participants and teacher candidates.

**Pathway 1:**

The goal for this recruitment process will be to ensure locating student participants for this Education and Training who both show interest and an ability to take on this high-quality pathway potentially toward an education career. In order to locate these students within the district, the following strategies will be implemented:

- \* Students will be surveyed to gauge interest in the education field.
- \* Those who are interested in education as a potential career will be invited along with their parent/guardian to attend a meeting to discuss the new pathway.
- \* If the student remains interested, administration will look for above-average grades and attendance, student organization involvement and discuss with teachers whether that student should be on the list for the Education and Training courses. The ultimate goal would be to not turn any student away who qualifies.

**Pathway 2:**

The program will be announced to all staff along with the listing of minimum requirements for candidates who may be interested in being part of the GYO program. This will be done through fliers as well as at least two (2) emails will be sent over a two (2) week period of time directly to all G-P district staff members. This opportunity also will be discussed at faculty/staff meetings to ensure all interested candidates know about it and have time to prepare the documentation required for the application process.

In order to address the diversity of the staff to move toward a closer mirroring of the student population, the recruitment plan will be designed to ensure Hispanic instructional aides and paraprofessionals are fully aware of and understand the benefits of the program. It will be through that focus which will assist in closing the diversity gap between students and teachers. Currently, 57% of students are Hispanic, while only 24% of teachers are Hispanic. By having more Hispanic teachers in the district, the bilingual/ESL teacher to student ratio discrepancy also can be resolved. There are 120 students in the Bilingual/ESL program, but only three (3) teachers.

Paraprofessionals, instructional aides and any long-term substitutes who meet the GYO program criteria and are interested in participating, can nominate themselves. Fellow teachers or administrative staff also can nominate a staff member for this GYO program based on attributes such as bilingualism, evaluation reports, content knowledge and positive instructional leadership traits and abilities.

All those who are nominated or self-nominated will be required to attend an informational meeting that will discuss all the aspects of the program, requirements as well as the decision-making process on who will be selected to participate in the program. Candidates then will fill out an application packet created by district leaders to include an essay stating why they are both qualified and interested in participating in the program, their resume, teaching philosophy and two professional recommendation letters. Priority will be given to those who demonstrate an overall distinguished or accomplished rating and show a desire to build a strong, long-term relationship with the district.

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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.

Once the pool of qualified and eligible candidates have been determined, the district expects them to represent a diverse group regarding their skills, abilities, talents and interests in the teaching field. That will make the decisions difficult without determining a ranking system based on experience, proficiency, and talent working with students all while utilizing a rubric to track this information.

A selection committee made up of teachers, administrative team, curriculum personnel, school board members and parents will review the full applications as a blind panel with the names of the candidates removed in order to select based on qualifications, skills and likelihood to succeed in the program.

Among the elements that will be analyzed and used to rank the candidates include:

- \* Years of teaching/training, community and extracurricular involvement, appraiser evaluations and reliability.
- \* Accomplishments of goals, classroom management skills, attendance rates, student pass rates and grades.
- \* Factors to address diversity of staff/teacher population in comparison to the student population as well as ability to teach special education or bilingual students.

After this process is complete, the top candidates for each pathway will participate in a final interview to assess the information provided was accurate as well as gauge the potential for their success in the program. This will be done by a small teacher/administrator team to ensure the district selects the appropriate individuals to take part in the program. If a candidate cannot commit once selected, the district will move to the next candidate from the ranking process in order to select the next most qualified person.

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 district is committed to the GYO program and its success both during the grant cycle as well as long-term. For that reason, all program participants and candidates who receive stipends will be provided support from district administration so each can fulfill the responsibilities of this grant program, continue to be successful in the program and support future endeavors of the GYO past the grant cycle, and ensure they excel in the role they are involved in whether it is as a student or a candidate receiving a stipend and/or attaining their degree and/or certification.

Among the support for student participants in Pathway 1 program include regular quarterly meetings with school administration, including curriculum personnel, to discuss progress, obstacles and potential solutions regarding their personal educational experience or overall program experience. The teacher(s) providing the Education and Training instruction will be involved in additional professional development training that will help him/her strengthen the connection and understanding the students have regarding the teaching field and the options available within. Also, grant funds will be used to purchase supplies and curriculum support needed to ensure student, course and program success.

Pathway 2: For the staff receiving stipends and/or pursuing their degree/certification, the district has a program in place called the "Wildcat Induction Program." It is set up for new staff and teachers, but slight modifications could be made to accommodate these stipend recipients and teachers in training. During this Wildcat Induction, district and curriculum initiatives are discussed at length along with other general issues educators face daily with students. Stress management also is a part of the experience. Other support can include mentoring for candidates working toward their bachelor's and regular meetings with fellow teachers to address issues they may be facing.

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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.

Paraprofessional, instructional aides and/or long-term substitute candidates will be invited to take part in the program based on their ranking and subsequent interview. Those who agree to be part of the program as teachers who receive stipends will be required to sign an MOU, which will commit them to continue their employment with the district for a minimum of three (3) years as a condition of receiving the stipend. At the same time, the district will commit to hiring/retaining each of these participants who satisfactorily complete their bachelor's degree and/or certification program through the GYO program.

The candidates will be informed during the recruiting process and also during the nomination and selection process that this MOU is a condition set forth by TEA and will require commitment and signatures prior to starting in the program and receiving any stipend. If the candidate does not or cannot commit upon selection to be part of the GYO program, the next top qualified candidate will be selected and asked to sign the MOU to be part of the program.

**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

2

x \$5,500= 11,000

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

x \$8,000=

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

1

x \$10,000= 10,000

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

x \$10,000=

Total Request for Pathway 1

21,000

**PATHWAY TWO**

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

Number of Pathway 2(a) candidates pursuing a teacher certification only

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

113,000

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**Request for Grant Funds**

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

**Payroll Costs**

1.	Stipends for non-dual enrollment Education and Training teachers	\$10,000
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Degree and teacher certification costs for teacher candidates	\$18,500
7.	Teacher certification costs for teacher candidates	\$63,000
8.	Technical assistance to develop the new Education and Training program	\$6,000
9.	Education and Training program student membership in FCCLA	\$1,000
10.	Training assistance to develop the new Education and Training program	\$3,300

**Supplies and Materials**

11.	Supplies and materials to market and promote new Education and Training program	\$200
12.	Instructional materials to implement and grow the Education and Training program	\$6,000
13.		
14.		

**Other Operating Costs**

15.	Teacher and student travel cost associated with FCCLA conference/event	\$1,000
16.	Travel for required Participants to TEA-led Teacher Institute	\$2,200
17.	Educational and certification fees	\$1,800

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: 0

**TOTAL GRANT AWARD REQUESTED:** \$113,000

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Appendix I: Negotiation and Amendments

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

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

*You may duplicate this page.*

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment