



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):

1. Applicant Information

Name of organization Keller ISD

Campus name Keller ISD CDN 220907 Vendor ID 1756001894 ESC 11 DUNS 039033337

Address 350 Keller Parkway City Keller ZIP 76248 Phone 817-744-1000

Primary Contact Robert Wright Email Robert.Wright@KellerISD.net Phone 817-743-8043

Secondary Contact Bodie Carroll Email Bodie.Carroll@KellerISD.net Phone 817-743-8040

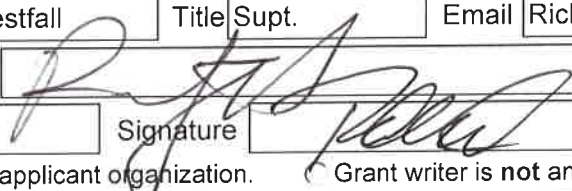
2. Certification and Incorporation

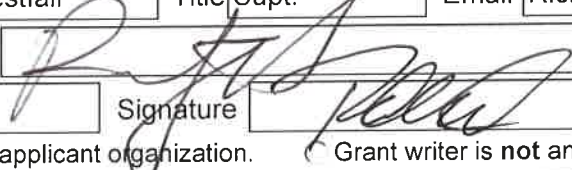
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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 Rick Westfall Title Supt. Email Rick.Westfall@KellerISD.net

Phone 817-744-1000 Signature  Date 11/4/2020

Grant Writer Name Robert Wright 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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RFA/SAS # 701-21-101/277-21

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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
An increase in the number of Keller ISD (KISD) students participating in the Teaching and Learning pathway who have access to high quality dual credit instruction by addressing barriers to success in conjunction with our IHE partners, TCC and UNT.	KISD is going to continue to market for increased numbers of underrepresented populations (genders and ethnicities) in our CTE programs. This will be achieved by marketing at the middle school level via direct marketing techniques and by utilizing social media to promote the new dual credit programs in Teaching and Training pathway.
Prepare and promote six instructional aides and paraprofessionals to earn their Texas teaching credentials in hard to fill areas of Math, Science, CTE, Bilingual/ESL, and/or Special Education.	Working with the KISD HR Dept., we have sent an email to all of our paraprofessionals in the district that have a degree and/or at least 75 college hours according to our records. This is to recruit paras into the Grow Your Own (GYO) program and fill the hard to fill areas listed with quality candidates.
Recruit and retain teacher candidates from diverse backgrounds to promote diversity in our teaching population; thereby, enhancing the experience for our diverse student population (55% White, 23% Latinx, 9% African American, and 8% Asian).	Current KISD teacher ethnicities are as follows: 3.7% AA, 9.8% Latinx, 83% white, 1.3% Asian. Utilizing the methods described above, as well as an upgraded search with our HR Dept., KISD will put more emphasis on visiting historically black schools (HBC) to make a higher effort to recruit minority candidates; thereby, seeking a teacher ethnicity percentage matching our student populations.

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.

KISD will achieve the following by the end of the GYO program in 2023.

- 1) Recruit and retain at least 6 paraprofessionals that will complete their teaching certification through SBEC and sign an agreement that they will teach for KISD for at least three years.
- 2) Have in place at least two dual credit courses for the Education and Training program (E&T) at Keller ISD high schools allowing us to grow our own into the future by the 2022-2023 school year.
- 3) The enrollment for the three KISD campuses that have dual credit E&T will be a minimum of 15 students in each E&T dual credit class by the end of the 2023 school year.

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

- 1) A Memorandum of Understanding (MOU) will be finalized with our institution(s) of higher education leading to an agreed upon Dual credit (DC) coursewalk as well as an MOU with an Educator Preparation Program (EPP).
- 2) Staff members holding the appropriate Dual Credit (DC) qualifications in Education & Training (E&T) will be identified & supported to provide DC opportunities for our E&T students.
- 3) KISD will identify 6 paraprofessional teacher candidates (PTC) that are currently working for KISD who meet the criteria defined on p. 11-12 of the 2021-23 GYO Grant-program guidelines as well as help the district to grow our under-represented populations. PTC will then be referred to the EPP for course/degree audit by summer 2021. PTC are assigned KISD mentor teachers & join a teacher organization, TAFE/FCCLA.

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

- 1) At least three Keller ISD high schools will have DC available by August 2022.
- 2) PTC teacher certification candidates will have completed the process with SBEC and EPP to be employable with KISD in a teaching role by completing the TExES content test, and/or TExES PPR test, and/or the Bilingual/ESL, and/or Special Education examinations by June 2022.
- 3) KISD E&T Students (ETS) in TAFE/FCCLA will compete in at least one CTSO event by June 2022.
- 4) ETS will continue to pursue the four year E&T plan as defined in the KISD course guide.
- 5) KISD mentors will meet with PTC on a bi-weekly basis to ensure support and encouragement are provided.

Third-Quarter Benchmark

- 1) Consider mentor and PTC meetings on a bi-weekly basis to ensure support and encouragement to complete the program.
- 2) KISD will work with EPP to complete three classroom/site visits with PTCs by December 2022.
- 3) KISD will have at least two TECA, EDUC, and/or CDEC education dual credit classes in the course guide for the 2023 course guide.
- 4) PTC who have finished their EPP requirements will begin in the KISD classroom August 2023.
- 5) Keller ISD will submit guaranteed employment/interview paperwork to E&T program completing ETS students based upon interviews and scoring on rubric.
- 6) GYO Leadership team will meet to review data on program progress to provide to Board of Trustees.

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.

Under the direction of the Executive Director of Student Advancement, a Grow Your Own Leadership Team will be formed to analyze data, feedback, and make continuous program improvements. The leadership team will include district and campus leadership and dual credit instructional leaders from our higher education partners. The team will meet to discuss project implementation milestones, performance measures, and critical success factors such as recruiting and marketing efforts, high school course implementation, and dual credit implementation. The team will share project implementation successes and troubleshoot issues as they arise for both Pathway 1 and Pathway 2.

In terms of communication, the leadership team will meet bi-weekly to go through the above-mentioned implementation successes and areas needing more attention as we progress through the various phases of the Grow Your Own Grant Program (GYO). In addition to this, the leadership team will communicate as needed through email and in-person conversation to ensure the program is on schedule. The leadership team will be responsible for communicating with upper leadership within Keller ISD including but not limited to Executive Director of Student Advancement, Executive Director of Curriculum and Instruction, Director of Counseling, Director of Finance, Director of Technology, Executive Director of Human Resources, and the four Area Superintendents. These individuals all play a role in the success of our GYO grant program and will need to be involved at varying stages of the grant program. We will also need the assistance of this team to ensure every aspect of the grant follows all local and state administrative, leadership, and fiscal requirements and policies.

Program staff and participants will share qualitative program observations and quantitative data regarding program implementation, and make adjustments to implementation needed to ensure the success of the program. The leadership team will maintain frequent communication with partners, campus administration, parents, students, and teachers in order to have continuous engagement, improvement, and success of this 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 sustainability of the KISD GYO program will be based upon the pathway that we are describing. Regarding pathway one, KISD has a non-dual credit E&T program at this point which will be converted to a dual credit pathway with this program. To do this, we will have to attract at least one more Master's in Education level instructors (currently, we have three) for our four high schools. We are also looking at the feasibility of moving to an online format for the Sophomore level classes. The grant funding will be used to assist our current master's level instructors to move to the dual credit format as well as attract at least one more Master's level educator. This program will continue beyond the timeline for grant funding (2023) by utilizing current revenue sources, weighted CTE funding and/or Perkins funding to ensure that we are supplementing but not supplanting the funding for the program. Dual credit offerings by themselves will help us to recruit more shining future educators with the help of this program. The Keller ISD HR department has agreed to offer two programs to the students who complete the E&T program. Based upon a rubric and interviews that are developed in conjunction with our teachers, IHE and HR department, Keller ISD will offer the top students guaranteed employment with Keller ISD upon completion of their Bachelor's degree. The second program is to offer guaranteed interviews to all completers of the KISD E&T program who are not selected for the guaranteed employment offer.

The pathway two sustainability plan will be a bit more involved as it doesn't exist in current budgeting plans for KISD. However, based upon discussions with the HR department, this type of funding will be made available if we may utilize this type of program and are able to prove the concept and show that it works for the benefit of the district and its students. Other methods of sustainability would include the partnership with our IHE and EPP by having them agree to discounted services for our program participants. The KISD Education Foundation and our IHE will also be approached to help to pay for costs for the student's dual credit enrollment. We also have support from the Board of Trustees for continuation of these types of programs in Keller ISD.

Lastly, Keller ISD is committed to filling our teaching pipeline through the continued dual credit student opportunities and further employment possibilities for paraprofessionals instructional aides, and long-term substitutes through this or a similar program in the future. One portion of growing the pathway 1 students is to increase our efforts at marketing the E&T program at the middle school level through making marketing videos utilized in our middle school advisory periods as well as through our social media platforms. Our GYO Leadership Team, district CTE Advisory Board and district student/teacher demographics will be utilized to ensure that we are continuing to meet the goals of the program (increasing minority teacher percentages to more meet our student demographics).

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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.

The KISD plan to recruit candidates who are eligible and interested in participating in this program is multi-fold. First, regarding current students (Pathway 1), we are working with our IHE to offer dual credit programs leading to an Associate's and then a Bachelor's degree for our E&T students. At the end of the E&T program in KISD, our HR department will honor successful students with two levels of employment possibilities. For the top achievers, Keller ISD is prepared to offer guaranteed employment as an educator upon completion of a four year degree. For all E&T completers, KISD is offering a guaranteed interview upon completion of a four year degree. The HR dept. is also preparing a marketing and retention program that will allow students to come back as guest educators or paraprofessionals during their time at university. Our current ETS students will meet with mentors from KISD staff while they are in college to ensure we keep moving forward and ensure that Keller ISD remains an attractive employer when they graduate. Thereby, allowing us to continue to grow our own and not lose track of our home grown talent. In regards to the current retention of teachers, KISD is committed to utilizing research based methods to help retain our current teachers who do well with student achievement.

Secondly, regarding current degree holders (Pathway 2), we have reached out (on October 20, 2020) to the 158 known degree holders who work as paraprofessionals in Keller ISD to determine their interest in joining the teaching ranks in one of the hard to fill identified areas for Keller ISD and our region. We are going to utilize a best practices approach to recruiting including the strategies from the Association for Supervision and Curriculum Development (ACSD) such as active recruitment of underrepresented minorities (African American, Latinx, and Asian) and underrepresented populations (males), college based internships at KISD, recruiting at historically black colleges and Universities (HBC), recruiting other college students from majors outside of education, and making the hiring process more directly competitive with other industries. According to the Hanover Research report of April 2016, recruiting and retaining these underrepresented populations in the classroom will help with persistence of our lower socioeconomic students because they will be taught by an increased number of minority teachers.

Thirdly, regarding paraprofessionals with 75 or more college hours, we have developed an Information Sharing agreement and Memorandum of Understanding with the University of North Texas to allow for these future educators to have a direct path to success in the educational field by allowing for stipends to be paid for classes that have been passed. Although, we don't have the space in this year's grant (per TEA requirements of only ten people per grant), we plan on this being a piece to be utilized in the future.

For all of the above subsets of future educators, KISD will develop the GYO strategic planning team which will be involved with processes to monitor and track the success of each individual candidate by collecting data each semester. This team will meet to review goals and ensure that candidates and processes are on track for completion by the end of the grant period in 2023. Evaluation of candidates (metrics utilized will look at successfully working with teams and students throughout their career in KISD) will begin upon their applying to the program and will continue with their supervisors involved in the decision to allow entry into the program.

In closing, KISD will provide summative reports at the end of each school year to the Keller ISD Board of Trustees as part of the District Improvement Committee process. This level of continuous communication will allow an open and honest review of the program and allow it to continue forward with the full support of the district to achieve its goal of recruiting the best and brightest candidates into KISD as educators. Also, in order to improve the future outlook of underrepresented populations in teaching, Keller ISD must begin to market the teaching profession at lower levels of education (i.e. primary and early secondary) (Hanover, 2016).

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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.

KISD will incorporate a selection process that will include consideration of interest and eligibility. To create this pool, we will look for those individuals who pursue this opportunity with intent, who have a track record of a strong work ethic, and those who are committed to making this a complete success. In order to recruit a diverse group of candidates, KISD will take the following steps. 1.) Offer dual credit programs leading to an Associate's and then a Bachelor's degree for our E&T students in preparation for the successful completion of the program and eventual offer of a guaranteed interview as a candidate upon completion of a four year degree. 2.) Allow students to come back as guest educators or paraprofessionals during their time at university which will allow us to continue to grow our own and not lose track of our home grown talent. 3.) Utilize a best practices strategies from the Association for Supervision and Curriculum Development (ACSD) such as active recruitment of underrepresented minorities (African American, Latinx, and Asian) and underrepresented populations (males), college based internships at KISD, recruiting at HBCs, recruiting other college students from majors outside of education, and making the hiring process more directly competitive with other industries. 4.) KISD will court the more than 150+ para professionals who currently have degrees in an effort to gain momentum for this program and to again grow from within.

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 support (P1S) is achieved through Dual credit (DC) training provided by our DC district coordinator (DCDC) and aligned with our IHE. The DCDC will offer guidance in building a course syllabus, validating rosters, completing grades, and utilizing the college student management system. The CCMR Counselor (CCMRC) will assist in recruiting a high achieving diverse student population through each campus' Go-Center. Our IHE will provide rigorous standards required for each course and assist E&T teachers in understanding DC expectations. KISD is committed to providing continuous support for both P1S and Pathway 2 support (P2S). P1S is achieved through Dual credit (DC) training provided by our DC district coordinator (DCDC) and aligned with our IHE. The DCDC will offer guidance in building a course syllabus, validating rosters, completing grades, and utilizing the college student management system. The CCMR will assist in recruiting a high achieving diverse student population through each campus' Go-Center. Our IHE will provide rigorous standards required for each course and assist E&T teachers in understanding dual credit expectations on an ongoing basis. E&T teachers will receive feedback and support from their home campus admin, and CTE Coordinators regarding lesson delivery and classroom management. CTE Advisory Board will conduct a review of the E&T program and provide feedback regarding program improvement and needs. E&T teachers will be provided the opportunity to submit their program needs regarding equipment, supplies, and training material. CTSO PD training will be provided by our CTSO specialist on an annual basis and supported with resources through the CTE Hub. State and National CTSO competitions will be funded through CTE and/or grant funds. TAFE and FCCLA Summer Training will be subsidized by the grant. Additional relevant PD from Region 11 will be made available to E&T teacher. P2S: will be present through mentors, Inspire Academy, submission of progress checks to program admin, and additional classroom observation. GYO leadership team will help to review these progress checks to ensure P2S members are on track to complete in time.

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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.

Regarding both Pathway 1 and Pathway 2, the KISD E&T program has worked with KISD HR and KISD Legal to design an MOU that will help to ensure that KISD's HR department will provide opportunities for the candidates to work with our Title 1 students to ensure all parties benefit from the experience. The MOU provides clear responsibilities for all parties. The candidates agree to complete the educational or certification requirements of obtaining their bachelor's completion and/or teaching certification within the specified time frame. The candidate also agrees to complete the term of their agreed upon employment period (3 years) with Keller ISD. Keller ISD agrees to provide mentorship and support during the process to ensure that the chosen candidates are successful to the maximum extent possible as well as continued employment with candidate satisfactory program completion and job performance.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, or Pathways 1 and 2 concurrently. Refer to the 2021-2023 Grow Your Own Grant Program, Cycle 4 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit

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

3 x \$11,000= 33,000

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

0 x \$10,000= 0

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

3 x \$10,000= 30,000

Total Request for Pathway 1 76,500

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

6 x \$8,000= 48,000

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

0 x \$19,000= 0

Total Request for Pathways 1 and 2 124,500

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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.	Non-dual credit teacher stipend (x1) pathway 1A	\$5,000
2.	Dual credit teacher stipends (x3) pathway 1B	\$30,000
3.	EPP scholarship (6 candidates x \$7500) for pathway 2A	\$45,000
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.	High schools with existing E&T courses (8000 x 1)	\$8,000
16.	High schools with dual credit E&T courses (10000 x 3)	\$30,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$6,500

TOTAL GRANT AWARD REQUESTED: \$124,500**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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