



**2021-2023 P-TECH Planning and Implementation Grant**  
 Competitive Grant Application: Due 11:59 p.m. CT, November 10, 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 application and amendments as follows:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Authorizing legislation:

Grant period:  Pre-award costs:

Required attachments:

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are not permitted for this grant.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The campus College Readiness Rate is currently 42% which is significantly lower than the state's rate of 50%. Of the 42% identified as college ready, 33% identified as economically disadvantaged, and only 11% identified as English Learners.	The campus will address the need for increased college readiness by providing a rigorous academic program in collaboration with Lee College, to better prepare students for success at the college level. In doing so we will also increase the availability of resources and supports to assist all students with both the cultural capital and guidance of the transition to post secondary institutions.
The campus percentage of associate degrees earned upon graduation is currently 0%. This shows a marginal need for improvement based on the state's 1.4% and our districts average of 1.9% attainment.	The campus will partner with Lee College to address this need by providing increased opportunities for dual enrollment and college credit, thus increasing the opportunity to earn an associates degree prior to high school graduation. Clear pathways and options will be designed to provide multiple options for success.
Currently only 12% of students on campus participate in dual credit courses, this is well below the state average of 21% as well as the district average of 19%.	By adding additional options and opportunities for dual credit courses, beyond those we are currently limited to, the campus will increase college credit opportunities, industry certifications, and work based learning experiences prior to graduation.

**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.

Our goal is to provide a clear pathway with embedded supports that guide students in completing associates degrees (Associates of Arts in Teaching & Associates of Arts in Allied Health), industry certifications, or completion of college credit hours prior to high school graduation. We will partner with an IHE and local business and industry to create coherent sequences of dual credit courses and work based experiences that will meet the requirements of both a high school diploma and associates degrees, and/or college credit hours. The associates degrees and industry certifications will be stackable to allow students more opportunities for advancement in the future.

**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**

- Benchmark 1. 90% of incoming 9th grade students in P-TECH will complete the Summer Bridge Program in preparation of college readiness and introduction to healthcare and education careers.
- Benchmark 2. Students enrolled in P-TECH will closely mirror (within 15%) demographics of the district and campus, specifically the population identified as At-Risk, Economically Disadvantaged and English Learners.
- Benchmark 3. 100% of students who attended the Summer Bridge Program will take the TSIA2 exam.
- Benchmark 4. Each student will be conferenced with and receive a personalized 4 year plan based on their choice of college or career goals. This conference will serve to provide students with a comprehensive list of dual credit courses, industry certifications, and/or degrees available to them prior to graduation.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Benchmark 1: 100% of students will have created a professional Bulb digital portfolio to be further developed and used while in high school and then to enter the workforce or college.  
 Benchmark 2: Students who received less than 70% in one or more of their Fall semester courses will be referred to the MTSS committee for intervention and individualized academic support.  
 Benchmark 3: 100% of 9th graders will obtain 2 or more college credit hours.  
 Benchmark 4: 50% of all students will have successfully completed one or more sections of the TSIA2.

**Third-Quarter Benchmark**

Benchmark 1: 100% of students will have registered for the PSAT exam or have passed all parts of the TSIA2.  
 Benchmark 2: 80% of students will have successfully passed 3 EOC exams (English I, Algebra 1, and Biology).  
 Benchmark 3: A list of all stakeholder participations and wrap around strategies implemented within the P-TECH will be published and used for further student support interventions.  
 Benchmark 4: Provided academic supports for students who have yet to successfully pass all portions of the TSIA2 will be scheduled and implemented.  
 Benchmark 5: 100% of students and their guardians will have attended at least 3 College or Career evening events.

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Academies at Ross S. Sterling will work closely with both our IHE and Industry Partner to stay abreast of all requirements and changes in the area of college admissions or industry certifications and training. Each six-weeks student grades, attendance, college entrance exam completion, and industry certification progress will be monitored and evaluated by teachers, administrators, and advisors. Our campus will be using a Multi-Tier System of Support (MTSS) framework to provide multi-tiered supports focusing on targeted intervention in one or more of the following areas: academics, behavior, social, and emotional needs. Students will be supported using 3 tiers for intervention. At the Tier 1 level, teachers use evidence-based practices in the classroom with all students. At Sterling High School, we implement AVID strategies, which includes evidence-based practices in the areas of: Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). Tier 2 is a level of support for small groups of students who are provided focused interventions in similar areas of need, such as failing grades, attendance issues, academic issues. Tier 3 is an opportunity for students to have one-on-one interventions with a teacher or a tutor. Students who struggle with dual enrollment courses or TSIA2 completion will be targeted for interventions and supports to increase success (tutoring, learning strategies, additional instruction, community resources). In partnership with our IHE and Industry Partners, we will hold multiple evening sessions throughout the year to involve all stakeholders, including those from our IHE, local universities and colleges, local industry, parents, teachers, counselors, and other college/career preparation non-profit organizations. Additional linguistic and translation supports will be made available at all sessions to meet the needs of our large English Language Learner population of students and parents. Key sessions will be determined using data from student interest inventories, to include college and career fairs, financial aid/scholarship information, scholarship and college application workshops, and one-on-one academic advising sessions with the admissions departments of our IHE. While on campus, we will utilize our College & Career Counselor to assist students with applications, financial aid, college & career counseling, career exploration, and other college topics.

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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.
  
- 3. P-TECH schools will provide participating students with flexibility in class scheduling and academic mentoring.
  
- 4. The P-TECH school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
  
- 5. P-TECH schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma and an associate degree, a two-year postsecondary certificate or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.
  
- 6. P-TECH programs will be provided at no cost to participating students.
  
- 7. P-TECH schools will ensure that a student is entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.
  
- 8. The P-TECH Campus will implement the design elements included with the 6 benchmarks of the [P-TECH Blueprint](#) and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

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**Statutory Requirements**

1. P-TECH campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

Recruitment for the P-TECH will begin with junior schools' 8th grade registration session as they prepare for high school. All 8th grade students are given a High School Options booklet that outlines all of our district's programs. Recruitment at the junior school level will continue with college and career fairs, opportunities to visit campuses, and lunch visits that allow us to talk individually with students. The district's 'College Night' is held in mid-November. All students are encouraged to participate to learn more about the programs available to them; we will attend these nights and recruit for our program. Additionally, in mid November, the district hosts '8th Grade Orientation & Parent Night'. This provides an opportunity to recruit and share information with parents and students. Specialists will be present to provide information and clarification to all stakeholders. A letter from the superintendent is sent out to all 8th grade parents in December with all of the career academy options. Currently, all high school academies and early college campuses in GCCISD use the same application to recruit for programs. This ensures that no student is excluded or discouraged from applying to our P-TECH program. The application will be published and open for 8th grade students in early January and close at the beginning of February. During the application period, specialists and personnel from each academy will visit all junior schools to present high school program options to 8th graders. We will work with junior school campuses and their schedules to include as many students as possible. Additionally, the information will be published online to ensure it is easily accessible to parents and community members. All district academies currently participate in the district CTE Career Night that is held in January. Our partnering Institutions of Higher Education and business industry partners participate in this event by setting up booths to meet and provide information and guidance to students and parents. Students from k-12 are encouraged to participate in this event. Towards the end of the application period, a postcard reminder is sent out to all 8th grade parents. Throughout the year, we use campus & district websites, social media, and other public forums to share announcements and celebrations of our academies. This will continue to provide timely information to stakeholders as well as act as an indirect recruitment tool for students.

We have a specific number of spots available for each of our academies. We enroll approximately 100 students per grade level in each academy/pathway annually. In instances when we do not receive applications for all spots we are able to accept all students who apply. In the past few years, we have received over 100 applications for the Health Science Academy - Biomedical Science pathway. For this pathway, all applicants are placed into a lottery system. Students zoned to other high school campuses are permitted to attend, however, the applicant spots are capped at 20 per zone (40 total). The additional 60 spots are reserved for those zoned to our campus. Once the lottery is complete, acceptance letters are sent to the junior schools and are then dispersed to the selected students. Students are then given time to review and return their registration in order to accept or decline their position. The students who are not accepted by their first choice (or second), can either choose to accept and additional choice or be placed on a wait list. Once enrolled, students remain on our campus unless they choose to withdraw from the academy. The recruitment process was developed collaboratively with all district academies and early college high schools. District academy administration communicates regularly and transparently to monitor student enrollment changes. This ensures we are able to include non-admitted students who were initially placed on waiting lists. Each year, district academy personnel collaborate in order to improve or adjust the selection process. After the first round of applications/acceptances is complete, the second round application opens. This begins in March and remains open throughout the Summer. This allows us to fill any vacant positions, and include students new to the district. We will continue this recruitment process for our P-TECH program. By using a lottery system for recruitment, we do not discriminate against or discourage any subpopulation from joining our program. Our academies continue to closely mirror the demographics and compositions of our district and community. Student accommodations and supports are provided for any student who has an individualized education plan or need; this is at both the high school and college level, as we partner with our IHE's Office of Student Access & Disability Services. We will also utilize services from community resources, industry partners, and our IHE to address any non-academic need that might arise or exist as a barrier to student success.

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**Statutory Requirements (Cont.)**

2. P-TECH schools must provide for a TEA CTE program of study that enables a participating student in grade levels 9-12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences of courses, degrees/certificate/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

While collaborating with our IHE, it was determined that we could offer 2 different associate degree plans, each aligning with one of our academy pathways which are in areas of high need in the Gulf Coast Region. We will offer an Associates of Arts in Teaching for our future educator academy. In this program students will complete education courses (EDUC and TECA) tied to courses in TEA's Early Learning and Teaching & Training programs of study. Students start in their 9th grade year exploring education careers in Principles of Education and Training. In 10th grade they take Child Development. In these courses they hear from guest speakers and and participate in college and career based field trips. The Instructional Practices and Practicum courses (11th & 12th grade) provide opportunities for students to gain essential skills through job shadowing and internships while partnering with GCCISD schools and other local industry partners. Aside from workforce experience, the program allows students to complete core curriculum requirements as well as required electives. Upon completion, students will have met requirements to apply for an Education Aide I certification. Our health science academy will offer the Associates of Arts in Allied Health which focuses on a core curriculum containing the prerequisite courses required to fulfill a pre-med degree (or other healthcare profession program) upon transferring to a 4 year university. Students follow TEA's Healthcare Therapeutics or Biomedical Science programs of study. Our Biomedical Science pathway uses Project Lead the Way curriculum. Students have opportunities to explore healthcare careers and topics through the rigorous curriculum that incorporates lab based activities and project based learning. These students have the choice of ending with a Practicum course to earn a certification or participate in the final PLTW course to complete a capstone project. In our Healthcare Therapeutics pathway students also explore careers in the 9th and 10th grade year by hearing from guest speakers and participating in college and career based field trips. During their 11th grade year, students have the opportunity to job shadow a variety of different healthcare professionals through our clinical program. Students will take certification courses (including Certified Nurse Aide, Medical Assisting, Pharmacy Technician, or EMT-Basic) during their 12th grade year, which include clinical internships to gain authentic work-based learning experiences. Currently, we offer a few dual credit courses online through Lee College, but a large need still exists for the expansion of dual credit, industry certifications, and degree opportunities. We have recently acquired an MOU with Lamar Institute of Technology and we are working to find additional opportunities for dual credit and level 1 certificates that cannot be provided through our local IHE, Lee College.

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**Statutory Requirements (Cont.)**

3. P-TECH schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all of the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

Our IHE will be Lee College. Goose Creek CISD has a longstanding relationship with Lee College. An articulation agreement currently exists between our district and Lee College. Using the current MOU as a template, we will better align the programs/courses of study to the degrees and certifications offered within our P-Tech program. Lee College already works to ensure student schedules, grading periods, enrollment, and holidays align. We will continue to rely on the previously established and implemented MOU to ensure Lee College and our P-Tech Program:

- Work collectively to provide the necessary information to ensure that an effective college course schedule is created and maintained for dual credit completion, certifications and/or licenses, and degree obtainment.
- Meet no later than February 1 to construct the schedule for the following academic year. Adjustments to the schedule will be made as needed.
- Ensure college courses will comply with the rules and regulations of the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).
- Determine all courses will provide advanced academic instruction and content that provides the student the opportunity to master the Texas Essential Knowledge and Skills (TEKS) for the appropriate high school course.
- Share all calendar changes and updates in a timely and efficient manner, plan for similar grading periods/schedules
- Communicate state and local testing dates that may interfere with daily instruction.
- Include representatives from both institutions on advisory boards and councils, as well as junior school recruitment.

4. P-TECH schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program, and review the MOU at least every two years and update as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

The P-Tech program will provide 100% of participating students access to appropriate work-based education at every grade level. Occupations in both education and healthcare are in very high demand in the Gulf Coast Region. We work closely with all of our business partners to provide students with multiple opportunities for exposure and hands on learning.

Our health science program will utilize RollingBrook Rehabilitation and Healthcare Center for our Certified Nurse Aide course. In this course, students are required to have a minimum of 40 hours clinical experience in a clinical setting. Our teachers work closely with the administration at RollingBrook to provide the best possible experience for the students. After completion of the course and certification, all students will be offered interviews and encouraged to apply at RollingBrook Rehabilitation. We have a long standing partnership with the facility, and many of our current and former students are employed there. The administrator at RollingBrook Rehabilitation also participates in our district career fairs and serves on our advisory committee. We have several other partnerships within our community including doctor's offices, pharmacies, hospitals, daycares, special needs facilities, and even within our own school district. Our education and training program requires students to complete practicums to gain experience in the field of education. These students rotate through multiple grade levels and subject areas within GCCISD schools. Working with our district allows much needed flexibility and support for students as they complete work based learning and get a first hand look inside real classrooms.

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**TEA Program Requirements**

1. The grantee must have an established Leadership Design Team to complete the P-TECH Implementation Plan, prepare the campus to begin serving students in the P-TECH program, and provide leadership for the campus regarding P-TECH. Leadership Design Team members are outlined in the P-TECH Blueprint. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

Currently our campus is home to 2 career academies, both the Career Academy of Future Educators and the Health Science Academy have established Advisory Councils that serve as leadership teams for each designated academy. Combined, the advisory council members will serve as the Leadership Design Team for the P-Tech program. Our Leadership Design Team consists of the following:

Bollich, Julie- RSS Academic Dean, Cox, Jade- GCCISD CTE Specialist- GCCISD, DeTorre, Julie- Community Outreach Specialist- GCCISD, Dillon, Renea- CTE Director- GCCISD, Espinosa, Anna- Dual Credit Coordinator- Lee College, Guy, Tiffany - GCCISD School Board Member, Higdon, Allison- RSS Academies' Principal- GCCISD, Kappler, Kristin- Assistant Administrator- Allus Hospital Network, May, Matt- Pharmacy Manager- Walgreens, Ritchie-Hinde, Stacey- RSS Academies' Counselor- GCCISD, Roberts, Ronald- Assistant Chief- Baytown Fire Department, Shannon, Monet- Recruitment Supervisor - Methodist Hospital Network, Steenholdt, Tracey- Dual Enrollment Director- Lee College, Swift, Monica- Student Workforce Liaison- GCCISD, Workman, Heather- RSS Lead Counselor- GCCISD, Neelan, Annie- Director- Waterford Nursing Facility, Lanier, Julia- Administrator- RollingBrook Rehabilitation Centers, Aiken, Brian- JS Principal- GCCISD, Bollinger, Matthew- GCCISD Executive Director, Duhon, Michelle- Elem Principal- GCCISD, Steele, Lisa- HR Coordinator - GCCISD. Future Meeting Dates and topics are

8/24/21- School Design, Recruitment strategies, Target Populations, Work-based learning plan, Academy Goals  
 11/2/21- Recruitment strategies, Strategic Alliances, Curriculum, Instruction & Assessment  
 2/8/22- Dual Credit Alignment, Student Support, Summer Bridge planning  
 5/17/22- Summer Bridge plan finalization, Work-based learning plan for following year

2. The grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and college readiness, and to be successful in rigorous academic and work-based educational experiences. Describe the current wrap-around strategies and services the campus will offer, as well as the additional strategies and services that are planned to support P-TECH.

Our campus currently uses the Communities in Schools (CIS) program and a dedicated academy counselor to provide wrap-around services that utilize needs assessments and data to identify key needs of students. The CIS team works with the campus wellness and intervention specialist, counseling team, and community organizations to directly support families and students with cultural capital, social/emotional wellness, attendance, and other barriers to learning as they arise. The counselor serves on the MTSS committee to identify and implement personalized interventions in the areas of academics, behaviors, and social and emotional needs. Our campus teachers meet multiple times a week in professional learning communities (PLCs) to review student data, address instructional concerns, review academic achievement, implement interventions for students with low grades, incorporate enrichment and rigor into lesson plans, and work to enrich instruction interdisciplinarily across content areas. Our campus College and Career counselor and IHE partner work together to increase college and career readiness by administering college entrance exams, meeting with students individually for post secondary education and career planning, student college and industry fieldtrips, and dual credit opportunities. Our campus will continue to increase parent and community engagement by holding college advising and financial aid workshops, career fairs, college fairs, and scholarship information and application sessions. Our AVID program will partner with our Career Academies to bring industry speakers, community partners, and other stakeholders on campus for speaking events, mock interviews, and career planning service. Through our community and industry partners, we will provide career fairs, resume building workshops, mock interviews, industry career advising, job skill training, and internships.

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**Request for Grant Funds**

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

**Payroll Costs**

1.	Teacher Extra Duty (Summer Externships & Intervention)	\$10,000
2.	TSI & Data Entry Staff Position	\$60,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Teacher Professional Development	\$14,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Medical, Education, & Technology Supplies	\$34,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Summer Bridge Program	\$4,000
16.	IHE and Industry Field Trips	\$4,000
17.	TSI Testing Costs	\$14,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

**Section Being Negotiated or Amended      Negotiated Change or Amendment**

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