



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

11/3/2020 11:30 am

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:

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 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
Cleveland ISD needs to recruit and maintain a 50% larger pool of qualified candidates to fill teacher positions due to fast growth and significant demand for teaching positions.	Through the GYO grant-funded program activities, Cleveland ISD will actively recruit and train a minimum of 6 teacher candidates whose capabilities reflect the district's goals and objectives. Cleveland ISD needs to create a grow-your-own pipeline in which current Education and Training students are offered a teaching position in CUSD upon graduation from college within 5 years.
Cleveland ISD needs to reduce by 25% the average search time to fill openings caused by the rural location of CUSD which yields a significant shortage of viable applicants. Cleveland ISD has limited housing opportunities resulting in current teachers and teacher applicants commuting to the district from urban areas which also have a high demand for teachers.	Through the GYO grant-funded program activities, CUSD will develop and implement a grow-your-own pipeline in which paraprofessionals, teacher's aides, and long-term subs have the ability to continue professional development, earning a bachelor's degree and certification to fill high-needs teaching areas.
Cleveland ISD needs to recruit and maintain a 50% larger pool of qualified candidates for high-needs areas for special populations such as bilingual and special education.	Through the GYO grant-funded program activities, Cleveland ISD will actively recruit and train a minimum of 6 teacher candidates whose capabilities reflect the district's goals and objectives. Cleveland ISD needs to create a grow-your-own pipeline in which current Education and Training students are offered a teaching position in CUSD upon graduation from college within 5 years.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Cleveland ISD will improve teacher quality planning by selecting a cohort of 6 participants who share a similar cultural background to provide equitable experiences (2 candidates pursuing a teacher certification only and 4 candidates pursuing both a bachelor's degree and teacher certification) and seeing that 100% successfully complete a rigorous, authentic teacher certification program offered during the 2021-2022 school year as a component of the EPP conducted by the University of Houston (UH), measuring success by course performance, field-supervisor observations, and site-facilitator evaluations, ultimately demonstrating mastery of the State Board for Educator Certification so that the district generates a highly-qualified pool of job applicants who are fully equipped and well-suited to assume the teacher role successfully in Cleveland ISD.

Cleveland ISD will improve teacher strategic planning by creating a grow-your-own teacher pipeline through the Education and Training Pathway of Study and seeking out candidates who maintain satisfactory progress throughout the coursework, complete an authentic teacher certification program within 5 years of high school graduation, measuring success by course performance, field-supervisor observations, and site-facilitator evaluations, ultimately demonstrating mastery of the State Board for Educator Certification so that the district generates a highly-qualified pool of job applicants who are fully equipped and well-suited to assume the teacher role successfully in Cleveland ISD.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Pathway 1a-

1. Coursework: Each student intern will maintain a 70 average in all Education and Training Pathway of Study courses.
2. Observation & Evaluation: Each student intern will make sufficient progress, as defined by CUSD, toward mastery of the Educational Aide I Certification, as documented using Mentor and Teacher Observations.

Pathway 2a-

1. Coursework: Each teacher candidate will begin the coursework required (CUIN 3317, CUIN 4315, ELED 4310, ELED 4320, and CUIN 1103).
2. Observation & Evaluation: Each teacher candidate will score satisfactory, as defined by UH, on the professionalism rubric, and successful completion, as defined by UH, of summer courses.

Pathway 2b-

1. Coursework: Each teacher candidate will begin the coursework required (CUIN 3316, CUIN 2320, ELED 4310, ELED 4320, and CUIN 1103).
2. Observation & Evaluation: Each teacher candidate will score satisfactory, as defined by UH, on the professionalism rubric, and successful completion, as defined by UH, of summer courses.

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

Pathway 1a-

1. Coursework: Each student intern will maintain a 70 average in all Education and Training Pathway of Study courses.
2. Observation & Evaluation: Each student intern will make sufficient progress, as defined by CISD, toward mastery of the Educational Aide I Certification, as documented using Mentor and Teacher Observations.

Pathway 2a-

1. Coursework: Each teacher candidate will begin the coursework required (EDUC 3101, ELED 4311, ELED 4314, SPEC 3360).
2. Observation & Evaluation: Each teacher candidate will score satisfactory, as defined by UH, on the professionalism rubric. Each teacher candidate will successfully complete, as defined by UH: fall courses, field-based assignments, and 30 observation hours and reflection.

Pathway 2b-

1. Coursework: Each teacher candidate will begin the coursework required (EDUC 3101, ELED 4311, ELED 4314, CUIN 3317, CUIN 4315, CUIN 3121).
2. Observation & Evaluation: Each teacher candidate will score satisfactory, as defined by UH, on the professionalism rubric. Each teacher candidate will successfully complete, as defined by UH: fall courses, field-based assignments, and 30 observation hours and reflection.

Third-Quarter Benchmark

Pathway 1a-

1. Coursework: Each student intern will maintain a 70 average in all Education and Training Pathway of Study courses.
2. Observation & Evaluation: Each student intern will make sufficient progress, as defined by CISD, toward mastery of the Educational Aide I Certification, as documented using Mentor and Teacher Observations.

Pathway 2a-

1. Coursework: Each teacher candidate will begin the coursework required (EDUC 4511 (student teaching 1), EDUC 4512 (student teaching 2), ELED 4315, CUIN 4332).
2. Observation & Evaluation: Each teacher candidate will score satisfactory, as defined by UH, on the professionalism rubric and 4 observation cycles. Each teacher candidate will successfully complete, as defined by UH, spring courses, clinical teaching, and state exams.

Pathway 2b-

1. Coursework: Each teacher candidate will begin the coursework required (EDUC 4511 (student teaching 1), EDUC 4512 (student teaching 2), ELED 4315, CUIN 4332, CUIN 4361).
2. Observation & Evaluation: Each teacher candidate will score satisfactory, as defined by UH, on the professionalism rubric and 4 observation cycles. Each teacher candidate will successfully complete, as defined by UH, spring courses, clinical teaching, and state exams.

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.

Cleveland ISD, in addressing student enrollment growth of 25% for the past five years, identified early the need to provide training to keep pace with recruiting and hiring, particularly in the crucial role of teacher. With this history, the district has made data-driven decisions for years to refine its successful "pipeline." Past participants in teacher preparation programs have assumed all costs; offering reimbursement through this grant will be an incentive for a wider range of candidates to apply. In the proposed iteration of Cleveland ISD's effort to address this ongoing need, the GYO program to be implemented in partnership with UH will use project evaluation performance reviews conducted at four program levels: student/candidate, course, residency/internship, and certification/degree.

Pathway 1a:

- € Student Intern Level: When student interns score below benchmark level on any program evaluation measure, interventions are immediately instituted. When a student intern's course grade falls below 70, the CISD teacher of record, in communication with the student intern's mentor supervisor, will meet with the student to determine and implement immediate supports and interventions. CISD teachers are provided with mentor supervisor's observation notes, along with the CISD teacher observations, so that adjustments can be made at the individual and course level to increase student mastery of specific standards. If at any time the student intern is not meeting benchmarks regarding the student intern activities, then the teacher and mentor supervisor, meet with the teacher intern to develop and implement supports and interventions to ensure mastery.
- € Course Level: Course content and emphasis of standards are adjusted based on students' performance on evaluation measure benchmarks. This includes adjusting the emphasis of standards covered in the course and intern program as well as the inclusion of additional content to ensure intern mastery of course and intern program standards.
- € Internship Level: Based on the intern's performance on evaluation measure benchmarks, the level of support provided by the teacher of record and mentor supervisor during the residency will be increased and intern program activities will be adjusted to ensure intern success in the mastery of the Educational Aide I Certification.
- € Certification Level: Student progress toward mastery of the Educational Aide I Certification, as measured by the evaluation measures will be used to evaluate and adjust course offerings and course sequencing, intern components, and structure and levels of support provided by the teacher and mentor supervisor.

Pathway 2a & 2b:

- € Candidate Level: When teacher candidates score below benchmark level on any program evaluation measure, interventions are immediately instituted. When a teacher candidate's GPA in a course falls below 3.0 (on a 4.0 scale), the UH professor of record in communication with the UH Program Director, who will meet with the teacher candidate to determine and implement immediate supports and interventions. Professors are provided with individual professional rubric results so that adjustments can be made at the individual and course level to increase teacher candidate mastery of specific standards. If at any time the resident is not meeting benchmarks regarding the teacher candidate activities, then the professor, the field supervisor, and the site facilitator meet with the resident to develop and implement supports and interventions to ensure mastery.
- € Course Level: Course content and emphasis of standards are adjusted based on teacher candidates' performance on evaluation measure benchmarks. This includes adjusting the emphasis of standards covered in the course and teacher certification program as well as the inclusion of additional content to ensure mastery of course and teacher certification program standards.
- € Internship Level: Based on the resident's performance on evaluation measure benchmarks, the level of support provided by the professor of record, field supervisor, and site facilitator during the teacher certification program will be increased and teacher certification program activities will be adjusted to ensure resident success in the mastery of the State Board for Educator Certification.
- € Certification/Degree Level: Student progress toward mastery of the State Board for Educator Certification, as measured by the evaluation measures will be used to evaluate and adjust courses offerings and course sequencing, teacher certification components, and structure and levels of support provided by the teacher certification program director, professor of record, field supervisor, and site facilitator.

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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-Warning 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.

Sustaining the Grow Your Own program is critical for Cleveland ISD's future. According to the National Center for Education Statistics (NCES), school districts, like Cleveland ISD, not only face a critical shortage of teachers but will also face a shortage of teachers who share similar experiences with the student population. Therefore, in 2019, Cleveland ISD actively developed a partnership with A+ Texas Teachers called the "Cleveland Experience" (a grow our own program.)

In conjunction with Texas Teachers ACP, the Cleveland ISD has developed a robust one-year internship that mirrors the student teaching experience. This experience is open to paraprofessionals, clerical, and ancillary staff that meet the degree requirements for acceptance into an Alternative Certification Program. Cleveland ISD will hold semi-annual workshops with prospective teachers and help them navigate the application process. Once selected for the internship, the district and ACP will provide extensive support, including staff development, peer mentoring, expanded release time for observations, and targeted activities throughout the year to ensure success.

To assist Cleveland ISD's paraprofessionals who do not hold a degree or meet the requirements for acceptance into an Alternative Certification Program, Cleveland ISD has been working with both Stephen F. Austin State University and the University of Houston to establish in-district / on-site opportunities for paraprofessionals to complete their degree in small cohorts. Commitments from the universities (in progress) will include using both Cleveland ISD staff and University professors to teach the course in Cleveland, reduced or flat tuition fees, and flexible scheduling to allow the paraprofessional the opportunity to continue to work and earn an income.

Cleveland ISD is exploring all opportunities to expand funding of the program, reducing the burden on the pre-service teacher.

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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.

Cleveland ISD is a rural school district located primarily in Liberty County, and is the fastest-growing school district in Texas. Cleveland ISD has a current enrollment of 8,906 students. Cleveland is expected to open with an enrollment of 10,000 students for the 2021-2022 school year. Because of the fast growth, Cleveland ISD will be opening three schools in the next 18 months. Identifying, developing, and hiring teachers that mirror the ethnic proportions found in Cleveland ISD's student enrollment to open these and projected schools is critical to the success of Cleveland ISD.

Through the GYO grant-funded program activities, Cleveland ISD will actively recruit and train current Education and Training student interns whose capabilities reflect the district's goals and objectives, actively participate in student organizations such as Texas Association of Future Educators (TAFE) and/or Family, Career, and Community Leaders of America (FCCLA), and have a commitment to teaching long term in the student's alma mater. Cleveland ISD is committed to offering a teaching position to Education and Training students who graduate from college within 5 years.

Through the GYO grant-funded program activities, Cleveland ISD will actively recruit and train a minimum of 6 teacher candidates whose capabilities reflect the district's goals and objectives. The targeted recruitment and selection process will include the following:

1. Applicants must provide evidence of classroom and campus successful student academic achievement and a summary of activities implemented at the classroom and school level to facilitate increases in student academic performance.
2. Applicants must have received positive evaluation appraisal for one or more years and must provide examples of how they have responded to effective observations and feedback procedures to improve their practice and increase student achievement.
3. Applicants must provide examples of school leadership that demonstrate how they have engaged in collaborative efforts to research and problem solve classroom and campus solutions to problems affecting teaching and learning.
4. Applicants must provide evidence of a growth mindset in developing their own knowledge and skills to improve teaching and learning as well as evidence of the development of a student growth mindset to increase academic performance.
5. Pathway 2a Candidates: Candidates must hold a bachelor's degree prior to May 15, 2021, and eligible to enroll as a full-time teacher in fall 2021. Candidates must pass their appropriate TExES content exam(s), participate in an interview with UH, GPA check by UH, complete 30 hours of field observations. All courses must be based on an EC-6 Core Subjects Certification.
6. Pathway 2b Candidates: Candidates must participate in an interview with UH, GPA check by UH, 30 hours of field observations, and complete core state courses that are lacking. All courses must be based on EC-6 core subjects or 4-8 content area certification.

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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.

Cleveland ISD will:

- 1) gather recommendations from current principals;
- 2) use the University of Houston's online application interface as well as an in-district application process to obtain the pool of candidates;
- 3) form an ad hoc committee to review these applications and to apply standards from a rubric developed for this purpose;
- 4) have the committee select applicants to interview, such that the finalists mirror the ethnic proportions found in Cleveland ISD's student enrollment; and
- 5) use interview results to guide the committee's ultimate selection of 6 teacher candidates to constitute the cohort.

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 1a:
Cleveland ISD will support the Education and Training Program of Study teacher by providing a support system through the assistant principal over Career and Technical Education (CTE), the CTE Coordinator, TAFE/FCCLA.

Pathway 2a and 2b:
Cleveland ISD will support participants and candidates that receive stipends by providing a support system through mentor teachers, instructional coaches, content specialists, assistant principals over content areas, and the Cleveland ISD New Teacher Academy. Cleveland ISD utilizes an observation form to provide observation notes and feedback during observation and feedback meetings. The observation form serves as scripted evidence during the instructional coaching meeting so that the teacher and instructional leader can engage in constructive dialogue about instruction and continuous instructional growth. Cleveland ISD regularly engages in Professional Learning Collaboratives (PLCs) which provides new teachers instructional support.

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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.

The Department of Curriculum and Instruction at UH has responded to the significant amount of research evidence that indicates that quality teachers achieve higher student performance. The UH and Cleveland ISD partnership includes a program that enables teacher candidates to receive their teaching certification and bachelor's degree. All state standards are covered during the program course delivery. The design of internship experiences included collaboration with Cleveland ISD and UH faculty. The goal of this partnership is to transition teacher candidates from paraprofessionals, teacher's aids, long-terms subs to teachers in a full-time teaching position. Teacher candidates participate in a full-time, year-long teacher candidate program.

Teacher candidates will take courses as defined by UH for the pathway (2a or 2b) in which the candidate is enrolled.

Cleveland ISD teacher candidates/participants must agree to remain in the program through the program's entirety to receive the stipend. Cleveland ISD is committed to hiring/retaining candidates who complete the UH program with satisfactory program completion/job performance, as defined by UH.

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	<input type="text" value="1"/>	x \$5,500=	<input type="text" value="5500"/>
Number of Pathway 1 (b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="0"/>	x \$11,000=	<input type="text" value="0"/>
Number of high schools with existing Education and Training courses in 2020-2021	<input type="text" value="1"/>	x \$8,000=	<input type="text" value="8000"/>
Number of high schools without existing Education and Training courses in 2020-2021	<input type="text" value="0"/>	x \$10,000=	<input type="text" value="0"/>
Number of high schools offering dual credit Education and Training courses in 2021-2023	<input type="text" value="0"/>	x \$10,000=	<input type="text" value="0"/>
Total Request for Pathway 1			<input type="text" value="13500"/>

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	<input type="text" value="2"/>	x \$8,000=	<input type="text" value="16000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="4"/>	x \$19,000=	<input type="text" value="76000"/>
Total Request for Pathways 1 and 2			<input type="text" value="92000"/>

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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.	Stipend for 1a) non-dual credit teacher	5000
2.	Stipend for 2a) candidate (\$7,500 per participant)	15000
3.	Stipend for 2a) candidate (\$18,000 per participant)	72000
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 Education and Training courses	8000
16.		
17.		

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
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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