



**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](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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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
17 teachers are on a Bilingual/ESL Waiver	Provide ELPS and Sheltered Instruction strategies and professional development for all students who are working towards their Aide 1 certification, as well as for all participants in the Grow Your Own grant, as well as the Mentors.
1 Math teacher vacancy at Lockhart High School and 1 LOTE vacancy at Lockhart Junior High (Historically LISD also has difficulty with CTE although	Use the Grow Your Own pathway 2A and B to develop both a Math teacher and a LOTE teacher that can be used for secondary vacancies that are traditionally difficult to fill.
1 elementary Foundational Learning vacancy	Provide special education training and professional development for all students who are working towards their Aide 1 certification, as well as for all participants in the Grow Your Own grant, as well as the Mentors.

**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.

Fill vacant positions and replace teachers on waivers with highly-qualified candidates that are demographically representative of our student population over the next 5 years by focusing on building the Aide to Teacher pipeline in LISD, while using short term strategies to scaffold our current aide, permanent substitutes, and paraprofessionals into vacant and waiver positions until the pipeline is fully operational.

**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**

In order to measure progress each quarter, grant participants and mentors will complete a monthly checklist together. The goal of the checklist is to clearly articulate expectations and to provide a guide to identify incremental progress. This first checklist will focus on implementation and preparation of required actions, such as conference attendance, and will be due to the LISD Grow Your Own Leadership Triad on 9/1/21. For Pathway 1, this checklist will additionally ensure that students were equitably recruited, students had an opportunity to become TSI ready, and all students and parents had opportunities to discuss the program goals. For Pathway 2, this checklist will additionally identify attestations that participants are on track to complete program by the required deadline.

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

**Second-Quarter Benchmark**

Grant participants and mentors will continue to complete a monthly checklist. Pathway 1 teachers, mentors, and students will focus on students who are TSI ready and taking the first Education and Training course: EDUC 1100 as well as supporting TSI readiness for our Principles of Education students so they are ready for Dual Credit coursework their sophomore year. They will also focus on preparing Seniors to become certified LISD Aides and hired in the district based on their strengths and areas of expertise. For Pathway 2 participants and mentors, the checklist will focus on staying on track to meet program dates, supporting their coursework, as well as providing opportunities for participants to engage in direct instruction and professional development. All participants will additionally be asked to attest to their TAFE support.

**Third-Quarter Benchmark**

Grant participants and mentors will continue their monthly checklist. Pathway 1 21-22 Aide graduates will be ready employment with LISD and the teachers will attest to providing on-going mentorship to new Aides who graduated from their program, as well as layering in the second and third dual credit education courses. This checklist will also identify the additional dual credit courses students are taking. Teachers and mentors will continue to focus on TAFE, and equitable recruitment. Pathway 2 A participants will be beginning the school year as certified teachers in one of our positions identified in our needs assessment and Pathway 2B participants will be completing their BA, finishing their student teaching and preparing to take their content and PPR certifications.

**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.

Each mentor will meet with their GYO grant participant once a month. This will give participants an opportunity to stay on track and for any issues to be discuss and identified so solutions can be identified immediately for any unforeseen problems. Teachers will also meet with students of every level monthly to evaluate progress towards the program goals and identify areas were the program strategies need to be tightened or adjusted.

The next layer of providing a response to program data will be the Advisory Committee with the Grow Your Own grant participants and district leadership. This team will meet 1 time per quarter and can help to troubleshoot, as well as to support solutions to ensure success. The members of this committee are made up of ACC leaders, LISD Principals and Directors, and community members who all have a vested interested in the success of the new teacher pipeline we are creating.

Finally, the LISD Grow Your Own Leadership Triad will meet monthly to review checklist staus for each participant and compare their progress to our program dates and goals. We will use the data we collect to offer individualized support for students, teachers, soon-to-be teachers, and mentors so everyone feels supported towards our goals. When we identify issues we will revise checklists, bring in outside PD support, hold 1:1 goal setting meetings, and celebrate what is working to build stamina and resiliency.

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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.

The plan to create a sustainable LISD teacher pipeline begins and ends with our CTE Education and Training program and the SBOE approved amendment which allows LEAs to certify Educational Aide 1s based on their high school experiences. Beginning with the eleven 2020-2021 graduating Education and Training candidates, LISD will be certifying students who qualify based on the criteria being created in partnership with the CTE teachers, Advisory Committee, and district leaders to ensure candidates have a solid foundation in the areas LISD has identified as important, particularly working with Special Education and bilingual students. Additionally, this criterion will support resiliency in the profession by creating an open forum for discussing challenges and problem-solving solutions. These students will be eligible for hire as an Educational Aide 1 by one of the 6 Pre-K through grade 5 campuses in LISD and will be the first wave of the LISD Aide to Teacher Pipeline.

The LHS CTE Education and Training students who are hired by LISD to be Aide 1s for the 21-22 school year will also become part of the Grow Your Own cohort as the first wave of the pipeline and they will be encouraged to immediately enroll in a post-secondary teaching program. As a part of the cohort, all participants will have LHS Education and Training teacher support, a campus mentor, a district contact, as well as the cohort members, the Advisory Committee, and the Grow Your Own District Leadership Triad to provide support and encouragement. This first wave of Aides will be graduating with either no or minimal dual or articulated credit with Austin Community College, however, if they choose to complete the Associate of Arts in Teaching with ACC, they could then transfer to Texas Women's University for an entirely online Bachelor's with teaching certificate without having to leave Lockhart and still be able to be a meaningful Aide to the campus that had hired them. The goal of the LISD support structures is to ensure all of these Aides know their options and the benefits and drawbacks to fit their unique situation. These students could be ready to be teachers with LISD as soon as 2024-2025. These Aides will also be important role models and also advisors to LISD leadership to ensure we are focusing on the right details.

Every graduating cohort of students who are hired to be Aides behind them will benefit from the experience of this first wave of Aides, and with the addition of dual credit opportunities, could be ready to be LISD teachers in even less time. Beginning in the 2021-2022 school year, Education Aide students who are TSI ready would be able to earn up to 12 courses towards their AAT at ACC with 3 of those courses being education courses by the time they graduate from high school. For students who are not yet TSI ready, the instructors will additionally focus on supporting data-identified necessary skills for TSI success, in partnership with the LHS College and Career Advisor, as well as TSI testing opportunities as a cohort. The sooner students are TSI ready, the more opportunity they will have to take advantage of dual credit coursework from ACC. Our LISD Aide to Teacher Pipeline timeline will be shortened as students have the opportunity to complete more of their AAT while in high school, which means they will be ready to transition from an LISD Aide to a teacher in a shorter window of time, with less of a financial burden for our participants.

The six Grow Your Own pathway 2A and B candidates would serve an important role for our short-term goals to fill targeted positions as the CTE Student to Aide to Teacher pipeline is growing and fully functioning. The paraprofessionals who have bachelor's degrees would be ready to be teachers in targeted areas of need in the school year 2022-2023 and the paraprofessionals with 75 hours of college credit would be ready to be teachers in targeted areas of need in school year 2023-2024.

As our community begins to see our Aide to Teacher Pipeline begin to work, this will recruit students into the Education and Training program because they will be able to see how LISD is providing solutions for the district and for its students.

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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.

In order to ensure our recruitment process is equitable for our LISD teachers, students, and community, LISD will actively advertise clear criteria for the two positions for pathway 1 to teach the non-dual credit and dual credit courses, and for the two Pathway 2 EPP candidates and for the four BA/teacher certification candidates. Additionally, we will inform all LISD employees through a variety of information dissemination systems, in both English and Spanish. The advertisement and recruitment will clearly describe the criteria for the potential applicants so that it is transparent and objective, including the expectations, such as attending the June PD and participating with TAFE.

We will also recruit by targeting individuals with the appropriate credentials. For example, our Human Resources department has identified all teachers in the district who currently hold a master's degree so that we can target those individuals for the position as Education and Training teacher for dual credit with ACC. During the recruitment process, we will actively include the importance of equity and providing equitable learning environments for our students in LISD, by focusing on our data and using this as an opportunity to align the demographics of our educators to the demographics of our student population. For the Pathway 2 candidates, we are using our needs assesment to widen our pool with as many candidates as possible, and with as wide of a demographic range as possible.

For the three Mentor positions, we will also publish specific criteria based on if they will support Pathway 1 A and B teachers, Pathway 2 A teachers, or Pathwayd 2B teachers. Each set of participants will have unique needs and we will recruit Mentors based on the identified goals for each of the Grow Your Own participant goals.

We will also encourage campus teachers, campus and district leaders, instructional coaches, and department chairs to reach out to employees who may qualify and encourage them specifically to apply and to share with the candidate why they qualify for the opportunity. Leaders who can encourage qualified employees to apply for the position will additionally be supporting equity in LISD by using their unique personal relationships to ensure all qualifying staff feel like they have an equal chance at being selected in an equitable process.

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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.

LISD will select candidates based on established criteria messaged out during the recruitment process- this will include candidate requirements, identified demographic needs, required grant activities and dates, and targeted teacher position needs for the 22-23 and 23-24 school years. To ensure candidates are chosen equitably, the hiring committee agrees to actively work to acknowledge and overcome their individual biases and how those biases influence their decision making process. All members of the committee will agree to challenge any member who displays bias during the interview process. Additionally, the hiring committee will be representative of our LISD students population demographics.

The interview questions will include opportunities for 8 Pathway candidates and 3 Mentor candidates to complete a data-driven teaching task, as well as a traditional question and answer opportunity that includes questions such as, "Tell us about a time you failed and how you responded to that failure" and "Tell us about a time when you wanted to give up but did not" and "Why do you want to be a teacher?" Candidates will also be required to gather a combination of artifacts including recommendation letters from district leadership, students and/or parents, examples of student learning success, and examples of lessons, assignments, or assessments.

All interviews for the 11 total opportunities will be scored using the same point system based on how candidates demonstrate the criteria of the position they are applying for during their interview and through their gathered artifacts.

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.

All candidates will have the support of multiple individuals and groups. The Education and Training Advisory Committee will be the overarching support system for this group and we will meet 4 times a year, as well as be individually available for support as needed. The participants will all be in the Grow Your Own cohort, as well, which will meet at the beginning of the grant period, at then end of each quarter, and at the end of the grant period. Each group of participants ( Pathway 1 A and B teachers, Pathway 1 A and B students, Pathway 2 A EPP candidates, Pathway 2 B BA/EPP candidates, and a Mentor cohort) will also be their own cohort for day to day support. There will be a District GYO Leadership Triad, as well, who acts as a liaison between the GYO participants and mentors and the Advisory Committee. Additionally, each of the Pathway 1B, and 2A and B participants will have a mentor who they meet with monthly. If there is an issue, the mentor will meet weekly with that individual and with a member of the GYO District Triad. Participants in Pathway 1A will have their teachers from LHS, their campus cooperating teachers, the Principal of their identified elementary campus, and the department chair or lead teacher of their subject area. Pathway 2 participants will have the additional support of an LISD Principal, and a field-site teacher. PArticipants from both pathways will also have instructional coaches available as needed, as well as through regular structured events and professional developments.

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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 LISD MOU will require all participants to commit to the time period of the grant plus ONE year of service after they have completed their expectation. Additionally, all MOUs will outline the responsibilities of this position and the grant expectations including TAFE leadership and membership in the Education and Training Advisory Committee through school year 23-24.

Pathway 1A and B teachers will be expected to work in the district until June of 2024

Pathway 1A and B Mentors, their MOU will expect them to stay in LISD as a mentor for the Pathway 1 A and B teachers through the end of school year 22-23

Pathway 2A, teacher candidates will be expected to complete school year 22-23 as a teacher of record

Pathway 2B teacher candidates will be expected to complete school year 23-24 as a teacher of record

Pathway 2A and B Mentors will be expected to stay with LISD through the end of school year 22-23.

**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  x \$5,500=

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit  x \$11,000=

Number of high schools **with** existing Education and Training courses in 2020-2021  x \$8,000=

Number of high schools **without** existing Education and Training courses in 2020-2021  x \$10,000=

Number of high schools offering **dual credit** Education and Training courses in 2021-2023  x \$10,000=

Total Request for Pathway 1

**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  x \$8,000=

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification  x \$19,000=

Total Request for Pathways 1 and 2

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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 1 A non-Dual Credit	5,000
2.	Stipend 1 B Dual Credit	10,000
3.	Stipend 2A Candidates (2@ 7500)	15,000
4.	Stipend 2B Candidates (4@18,000)	72,000
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

**Supplies and Materials**

11.	<input type="text"/>	<input type="text"/>
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs**

15.	High School with 21-22 Dual Credit	10,000
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

**Capital Outlay**

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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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