



2021-2023 Grow Your Own Grant Program, Cycle 4
Competitive Grant Application: Due 11:59 p.m. CT, November 5, 2020

NOGA ID

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

Application stamp-in date and time

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.

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
Increase student interest in a teaching career. Records indicate that "0" entering freshmen declared Education as their graduation endorsement and only 25 students (9 males/16 females) grades 8th-11th selected education as a career choice in a student interest survey.	1) Bring awareness of teaching careers to cultivate interest in education professions; 2) Implement a recruitment process to solicit student enrollment in the Education and Training program; 3) Recruit, support, and motivate students who enroll in the program to show measurable evidence of student achievement within the Hispanic minority population of VVUSD
Implement and increase course offerings to promote and increase student enrollment in Education and Training courses. VVUSD has only 1 course in current plans, Principles of Education.	1) Recruit, select, and support highly qualified teachers to promote the Education and Training with a focus on hard-to fill positions, certified Bilingual teachers; 2) Conduct quarterly needs assessments to evaluate grant compliance and program effectiveness 3) Modify program for continuous improvement and sustainability
More professionals are needed to pursue a career in teaching, especially in hard-to-fill K-12 public education Bilingual and Special Ed positions. Teacher shortages are expected with a projected increase in the number of teaching jobs available due to growth (TX Career Check).	1) Identify and select candidates who need to complete a Bachelor's degree or who are pending certification in pursuit of a career in teaching 2) Partner with A Career in Teaching, an accredited educator preparation program to support candidates seeking certification 3) increase the number of homegrown bilingual teachers who are highly qualified to provide effective instruction to minority students from our rural areas.

5. SMART Goal

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

Pathway 1 - By May 2023 Valley View ISD will have implemented a successful CTE Education and Training Program taught by highly qualified teachers. Student interest in the teaching profession will increase significantly, from 0 to 25 students minimum opting in to the Teach 4 Texas program and program participants will demonstrate measurable evidence of student achievement by 10% each subsequent year beginning in the Fall of 2021.

Pathway 2 - By September 2022, VVUSD will experience a decrease in teacher turn-over rates with teacher applicant candidates created from the Teach 4 Texas pipeline that transitioned district paraprofessionals, instructional aides, and substitute teachers to certified teachers. Candidates will complete 80% of their Bachelor's degree and obtain educator certification by Fall 2022; eligible applicants will commit through an MOU to provide professional services as a classroom teacher at VVUSD for a minimum of three years to fill a vacancy.

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 1

1) Active student recruitment (e.g. market in district website, web-based class platforms, flyers, Career Day, campus informative sessions) to bring awareness of CTE Education Pathway and incite student interest in the teaching profession; 2) Create a 9-member Grow Your Grant Own Advisory Board (CTE Director, EPP Director, Education and Training Course Teacher, CTE Counselor, Lead Teacher, 2 Principals, Finance Director, Grant Writer) to review benchmark goals, monitor goal attainment, student/participant progress, and grant compliance requirements.

Pathway 2

1) Advertise program district-wide via district website and emails to build awareness of grant-funded teacher education program 2) Seek candidate applicants via application process for Pathway 2(a) who seek academic/financial support to complete their Bachelor's degree and Pathway 2(b) candidates who seek services/support from an approved educator preparation program to obtain teacher certification.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1

- 1) CTE staff shall collaborate with counseling department and VVHS administration to design the master schedule to include Education and Training Program course offerings
- 2) Select highly qualified and skilled teacher(s) to lead the Education and Training program who motivates students to commit to the program
- 3) Design plans to address career development, counseling/support services, or encourage student participation in CTSO organizations
- 4) Advisory Board shall meet to assess recruitment strategies, review grant compliance, and identify gaps in program implementation

Pathway 2

- 1) Advisory Board and EPP Director shall meet with selected candidates to review program requirements and enrollment verification
- 2) Candidates shall sign MOU committing to program requirements and services to VVHSD for a minimum of 3 years (vacancy).
- 3) Candidates will begin their coursework toward completing their degrees and/or enroll in the EPP program

Third-Quarter Benchmark

Pathway 1

- 1) VVHSD will offer Education and Training courses within the master schedule as part of a CTE Education pathway beginning with Principles of Education and Training and expand to additional path sequences and include additional sections.
- 2) Student enrollment numbers will be maintained for the remainder of the quarter with a possible enrollment increase beginning the following semester to ensure a minimum of 20 students are enrolled in Education and Training courses in the Fall 2021
- 3) Support services will be provided to monitor progress, ensure student achievement, continued enrollment in the Educator program, and active participation in at least one CTSO organization event

Pathway 2

- 1) Review MOU with EPP to seek support of candidates as they transition from paraprofessionals or instructional aids to certified teachers
- 2) Candidates will meet certification program requirements and/or complete a minimum of 78 college hours toward their Bachelor's degree

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.

Valley View ISD utilizes a variety of evaluation tools and procedures to monitor, evaluate and modify school programs in the best of interest of the students we serve. The project evaluation process for the Grown your Own Grant Program shall begin with the creation of a Grown Your Own Grant Advisory Board to review and analyze data, monitor benchmark measurable progress, and make data-based informative decisions to modify the program whenever necessary and to maintain sustainability. Project evaluation data shall determine program modifications with the following outlined procedures:

- I. Advisory will create a timeline to monitor objectives in benchmark quarterly progress to determine if goals are met for the attainability of SMART Goals
- II. Analysis of data collections
 - A. Quantitative data measure program growth
 - 1. Surveys to identify career interests, Education and Training program interest, program recommendations, program continuation
 - 2. Enrollment data to measure the amount of students in each Pathway 1 and Pathway 2 programs
 - 3. Attendance records to monitor participant commitment and compliance with program requirements
 - 4. Participation in Career and Technical Student Organization (CTSO)
 - 5. Advisory Board review of available resources to ensure sustainability
 - B. Qualitative data to identify factors that enhance/hinder measurable evidence of student/candidate achievement within a diverse population.
 - 1. Academic records for student participants (report cards/progress reports) and candidate participants (Blackboard gradebook)
 - 2. Focus group feedback to identify impactful factors and supports provided/necessary by campus and EPP program
 - 3. Questionnaires to identify supports needed to assist participants reach desirable achievement
 - 4. Enrichment activities data CTSO and EPP
 - 5. Advisory Board meets to analyze budget to allocate available resources to meet benchmark goals
- III. Program modification to ensure proper implementation and growth of the Education and Training Program if determined that proposed benchmarks are not met based on the timeline and with allowable resources
 - A. Provide additional resources to support participants and candidates (e.g. guidance & counseling, training, tutoring/mentoring)
 - B. Submit any necessary grant amendments to TEA considering funding allocations are based on number of participants

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

8. Statutory/Program Assurances Cont'd**PATHWAY 1 (Cont'd):**

5. Each participant receiving a grant stipend must pilot the Education and Training curriculum if they are currently using a high-quality Education and Training curriculum. Participants may be asked to participate in focus groups and surveys to give input on the Education and Training Curriculum.
6. Each participant receiving a grant stipend must submit two original master lessons within the Education and Training curriculum to TEA per year for review and potential publication, following TEA guidelines for submission.
7. All LEA high schools must submit their plan for marketing and student recruitment to TEA each year.

PATHWAY 2:

1. LEAs must allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements.
2. The applicant must have a signed letter of commitment or MOU from an Accredited, Accredited-Not Rated, or Accredited-Warned EPP that will partner with the LEA(s) to award teacher certifications to participants. The letter of commitment or MOU will be presented to TEA for approval after the preliminary selection of grant awardees and no later than May 14, 2021.
3. All Pathway 2(a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
4. Pathway 2(b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within two (2) years and serve as a teacher of record in the LEA by the 2023-2024 school year.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

Valley View Independent School District is a division 5A school located in the rural areas of Hidalgo and Pharr, TX. A growing community of approximately ten square miles surrounds this small school district located in Hidalgo County, deemed one of the poorest and unhealthiest counties in the nation according to the U.S. Census Bureau. Despite the poverty-stricken households, the school community supports the district by actively participating in the education of the students. The staff and school community of VVUSD is dedicated to the education and wellbeing of all students, of which 99.8% are Hispanic minority and 91.9% deemed Economically Disadvantaged. Despite the student population considered underserved by statistics, VVUSD has made significant academic gains each year maintaining a consistent Accountability Rating of an "A" with strong educational programs that have helped schools merit Honor Roll, Schools to Watch recognition, and National Blue Ribbon School awards.

To enhance educational programs and course offerings, Valley View ISD added an additional CTE pathway at the start of the 2020-2021 school year that focuses on education to introduce students to a career in teaching and give birth to the Teach 4 Texas program in our district. In order to secure the attainment of short term as well as long-term goals, the district develops sustainability plans for all educational programs aligned to VVUSD's mission. The Mission of Valley View I.S.D. is to produce responsible and productive citizens who are capable of thinking critically to solve problems in an ever-changing world by providing a system of quality education based on appropriate curriculum, effective instruction, and community and family support. The ever-changing world now calls for an increase in teaching professionals, thus the creation of the VVUSD Teach 4 Texas program, an intentional approach towards growing our own teachers through pathways outlined below with sample scenarios of how the sustainability plan will be followed beyond the timeline of grant funding.

Pathway 1 Sustainability Plan

- I. Identification on needs to be sustained – students not enrolling in pathway course
- II. Identification of required resources – highly qualified teacher, campus/district support
- III. Determination of Strategies – proper scheduling of course sequences, modified recruitment strategies
- IV. Identification of potential partners – institutions of higher education, Education Service Center
- V. Action plan – identify needs, make use of available resources, set objectives, timeline

The Valley View Independent School District is actively recruiting well-qualified, dedicated, student-centered individuals for jobs as teachers, managers, and other support positions. To create and sustain a pipeline of education professionals homegrown in our district, the following plan will be followed:

Pathway 2 Sustainability Plan

- I. Identification on needs to be sustained – candidates must remain in good academic standing with college coursework and compliance with EPP requirements
- II. Identification of required resources – EPP services to assist candidates with
- III. Determination of Strategies – mentor teacher, EPP and campus administration supports
- IV. Identification of potential partners – EPP, district campuses, and university partner
- V. Action plan - identify needs, make use of available resources, set objectives, timeline

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

Pathway 1 – Education and Training Program Student Recruitment Strategies

Valley View ISD will offer a new CTE pathway with an Education and Training course to expose high school students to the teaching profession and encourage them to pursue a teaching career. The goal of the recruiting strategies listed below is to increase the size and diversity of the student participant pool.

Purpose	Activity	Timeline
Actively Market Program	Campus webpage, posters, flyers, Career day, information sessions/assemblies	2020-2023
Increase student interest	Deploy career interest surveys, CTE Advisory Council, Partnerships	2020-2023
Parental Involvement	Provide program information to parents during parent meetings (e.g. PTO, Title I)	2020-2023
Encourage student enrollment in Education and Training courses	Teacher recruitment, counseling presentations, CTE recruitment efforts, Career Fairs, District Webpage marketing, Peer Student recruitment	2020-2023

Pathway 2 – Teacher Certification Candidate Recruitment Plan

Determine if applicant is currently employed in the district as a paraprofessional, instructional aide, or substitute and will complete a Bachelor's degree or earned a minimum of 75 credit hours prior to May 15, 2021 or hold a Bachelor's degree and are seeking teaching certification.

Purpose	Activity	Timeline
Market opportunity	Post opportunity is all platforms	2020-2021
Encourage participation	Awareness sessions with EPP	2020-2021
Meet applicants	Hold candidate interviews	2021-2022
Secure candidate participation	Sign MOU for mutual commitment	2021-2022
Job placement	Offer job opportunity	2022-2023

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

Candidate Selection

Pathway 1 – SBEC Certified teacher(s) employed at VVISD full time who applied for the Teach 4 Texas Program will be interviewed after a selection is made from CTE certified eligible applicants. Selected teacher(s) will be recommended based on their performance records and their ability to help the CTE Education and Training program improve and grow.

Pathway 2

Step 1 Eligibility Criteria – currently employed paraprofessionals, instructional aides, and long-term substitutes who are college-graduates seeking teaching certification, or who need to complete course requirements to earn a Bachelor's degree and would seek teacher certification after graduation are eligible to apply for the Teach 4 Texas program at VVISD.

Step 2 Interview – hold an interview session and ask the following questions, responses for each will be tallied in the rubric.

1. What experience do you have assisting teachers with delivering instructional activities?
2. Are you familiar with the Grow Your Own Grant Program requirements?
3. If employed as a teacher, how would you motivate students to want to learn and be successful?
4. Are you familiar with classroom modifications?
5. What type of reward/incentive program would you establish in your classroom? Provide an example.
6. Are you willing to stay for afterschool tutorials, training, workshops, and other activities beyond the workday?

Interview Rubric (refer to Attachment 3)

Needs assistance....1 Proficient....2 Exceed Expectations....3

Applicant Responses	Points Awarded

Step 3 Reference Check – seek recommendation from prior supervisors and verify candidate participation in campus and district events, community involvement, volunteer efforts, team member contributions, and other extra duty activities. Candidates will earn additional points in the Interview Rubric based on their extracurricular involvement and participation.

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.

VVISD Supports

I. Career Pathways Supports

1. Individual teachers promote educational programs to all students.
2. Counselors meet with students to ensure they have the correct graduation plan and are following their endorsement with appropriate career pathways and course sequences. The goal is for all CTE students to obtain a certification/license. The goal of the Teach 4 Texas is for students to complete the Education and Training program and become a certified substitute teacher.
3. CTE and Campus administration provide the necessary resources for program goal attainment, including personnel and budgetary resources.

II. Resource Supports

1. In-kind supports that include classroom resources, personnel, transportation to enhance learning experiences
2. Professional development provided by the district and Education Service Center
3. Curriculum founded on current research data that includes research-based instructional best practices

III. Personnel Supports

1. Professional services provided by CTE Director, Campus/District Administration, Counselors, and Teachers

IV. Certification Candidates

1. Flexible schedules to allow candidates to attend college classes even during the school day.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

MOU Description

Pathway 1 – VVISD will enter into a formal agreement with a Memorandum of Understanding (MOU) with eligible certified teacher(s) selected to provide instruction in Education and Training courses. Stipends will be awarded based on timely program compliance as stipulated in grant funding: \$2,500 per year after providing specialized instruction to students in the CTE Teach for Texas program and \$500 for costs only after deliverables have been met – show measurable evidence of student achievement and contributions to program expansion.
Pathway 2 – VVISD will enter into an MOU formal agreement with selected district staff who meet eligibility criteria: currently employed paraprofessionals, instructional aides, or long-term substitutes who are college-graduates seeking teaching certification, or who need to complete course requirements to earn a Bachelor’s degree and would seek teacher certification after graduation. Candidates will enter into an agreement with ACit and work collaboratively with this educator preparation program by participating in online/virtual/remote instruction as needed for purposes related to the candidate’s completion of state certification requirements. The MOU will indicate a commitment by the district to hire eligible candidates after certification requirements are met and the candidate signs

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

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.		
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.