



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
 COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation **General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time
 RECEIVED
 TEXAS EDUCATION AGENCY
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 GRANTS ADMINISTRATION
 2018 NOV -9 PM 1:44

Grant period from **Pathway 1 and 2: January 1, 2019 - May 31, 2021**
Pathway 3: January 1, 2019 - June 30, 2020

Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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.

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into 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.

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 |
|--|--|
| According to the 2018 Texas Career Check, elem. (2nd), secondary (3rd), and middle (9th) school teachers are among the top 10 high-demand occupations in the area. | Will recruit students for Education & Training dual-enrollment courses. Students will be advised of the benefits of pursuing a career in education, including average pay rate, employment availability, etc. Additionally, the charter will establish a Family Career and Community Leaders of America (FCCLA) membership & have participants attend the annual conference. |
| Only 16.4% of the district teachers have a master's degree, in comparison to the State's average of 23.6%. | Will identify and recruit six teachers (max number allowed per high school) to obtain their master's degree for the purpose of providing students Education and Training dual-enrollment courses. |
| Funds are needed to address the gap in student/teacher demographics. Por Vida Academy has 92.7% minority students and only 31% minority teachers for 2016 -2017. | Will identify and recruit students to participate in the education and training courses, in an effort to address the demographic gap seen between students and teachers. |

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.

GOAL: Six (6) teachers will receive their master's degree and will help facilitate student recruitment into the education field. Student recruitment will be facilitated when teachers demonstrate opportunities available during Education and Training courses. This goal addresses all the SMART elements, to include: Specific – (What) Teacher pathways established to promote growth; and (Why) Increase entry of qualified/diverse candidates into the teaching profession; Measurable – Number of degrees/certifications received; Achievable – Teachers selected are motivated & committed to the charter; Relevant – The shortage of teachers in the targeted area has been illustrated; and Timely –by May 31, 2021.

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 developing the benchmarks that will be utilized to measure the progress towards meeting the SMART goal, the charter created a timeline of events that would identify the stage of the program during each quarter. Based on the timeline, during the initial period (January-May 2019) of the grant, teachers will be identified and enrolled at the partnering university to begin their first set of courses. Furthermore, students will have been informed of the Education and Training courses, which will be available for the 2019-2020 school year. The benchmarks will consist of the following:

- A minimum of 6 teachers will be enrolled in courses to receive their Master's in Education and offer dual credit Education and Training Courses;
- A minimum of 5 teachers, a principal, and counselor will participate in an initial TEA Teacher Institute; and
- A minimum of 150 students will be enrolled in Education and Training courses.

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

During the second-quarter (June 2019-December 2019) of the program, the first group of educators should have completed their first set of courses and will be enrolled in their second set of courses. Furthermore, students should have received their mid-year progress reports. Therefore, the following benchmarks have been established to measure progress:

- All 6 teachers will have passed their first set of courses with a minimum of a C or above; and
- A minimum of 66% students will have passed their Education and Training courses.

By this time, the high schools will have established a FCCLA chapter. Therefore, the following benchmarks were created:

- A minimum of 20 students will become members of the FCCLA; and
- A minimum of 10 members will attend an annual conference and compete in an annual academic event.

Third-Quarter Benchmark

Benchmarks to be used to measure the program's third-quarter (January 2020-June 2020) progress include the following and more:

- All 6 teachers will have passed their second set of courses with a minimum of a C or above;
- All 6 teachers will have received their Master's in Education;
- A minimum of 50% students will have passed their Education and Training dual-enrollment courses;
- A minimum of 15 additional students will become members of the FCCLA; and
- A minimum of 10 members will attend an annual conference and competed in an annual academic event.

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.

Describe how you will use project evaluation data to determine when and how to modify your program: The charter will collect data on a regular basis. Students taking part in the Education and Training courses will have their academic data submitted to the Program Director as it becomes available. This will include 6-week report cards. Instructional staff that are obtaining a master's degree will be required to submit printouts of their course grades from the university's blackboard grade book. Additionally, sign-in sheets will be collected from the charter's FCCLA which will be utilized to monitor participants attendance.

This data will be assembled into progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

- Is the campus on target to meet their identified benchmarks?
- Which benchmarks are at risk of not being met?
- What obstacles are putting the program at risk?
- What solutions can be implemented to address the obstacles?

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. Examples of items that will be tracked to determine the need for modifications include:

- Not enough teachers are interested in obtaining their Master's in Education;
- Not enough students are enrolling in the Education and Training courses; and/or
- Not enough engaging and fun activities within the FCCLA.

If modifications must be made, the charter will send out letters to parents/guardians, community, administrators, and board members to notifying them of the intent of the charter to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. This is especially important since the funding allocated for this grant will be based on the number of teachers that participate in the program.

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 the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant 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.
 - 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.
 - Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - Participants and candidates will commit with an 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.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Partner LEAs and EPP will share program performance measures on a quarterly basis.
- EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The charter has outlined a process that will be utilized to recruit and select quality teachers to take part in the Grow Your Own, Pathway One Program. These teachers will be selected based on their perceived potential to receive their master's degree and provide students with Education and Training courses. This outline includes the following:

- **The Process for Identifying Teacher Participants:** Several factors will be considered when selecting teachers to participate in the program. To begin with, the charter will first review the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be selected for participation.
- **Recruitment Strategy:** Once the teachers have been preliminarily identified to take part in the program, the charter will rank the teachers based on Experience and Proficiency. A teacher will be able to obtain up to 25 points in each of these areas. Points for Experience can be earned based on years of experience, community and extracurricular involvement, and more. For Proficiency, the charter will look at the accomplishment of goals, classroom management, attendance rates, student grades, student pass rates, etc. These totals will be combined to rank teachers, with additional points to be provided to teachers that help to address the diversity of the teacher population in comparison to the student population.
- **Memorandum of Understanding (MOU):** Finally, teachers will be invited to take part in the program, based on their ranking. Teachers that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the charter for a minimum of 4-years as a condition of receiving the stipend. The teacher will be informed that the MOU is a condition set forth by TEA. If the teacher cannot commit, another teacher will have to be selected.

Por Vida Academy is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the program.

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, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 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 teachers with M.Ed. who are teaching Education and Training courses for dual credit | <input type="text" value="6"/> | X \$11,000 = | <input type="text" value="66,000"/> |
| Number of teachers who are teaching Education and Training courses, but not for dual credit | <input type="text"/> | X \$5,500 = | <input type="text"/> |
| Number of high schools with existing Education and Training courses in 2018-2019 | <input type="text"/> | X \$6,000 = | <input type="text"/> |
| Number of high schools without existing Education and Training courses in 2018-2019 | <input type="text" value="3"/> | X \$9,000 = | <input type="text" value="27,000"/> |
| Total Request for Pathway 1 | | | <input type="text" value="93,000"/> |

PATHWAY TWO

Check this box if you are applying for Pathway 2 WITH Pathway 1

| | | | |
|--|----------------------|--------------|--|
| Number of candidates pursuing a teacher certification only | <input type="text"/> | X \$5,500 = | <input type="text"/> |
| Number of candidates pursuing both a bachelor's degree and a teacher certification | <input type="text"/> | X \$11,000 = | <input type="text"/> |
| | | | Request for Pathway 2 <input type="text"/> |
| | | | Request for Pathway 1 <input type="text"/> |
| Total Combined Request for Pathways 1 & 2 | | | <input type="text"/> |

PATHWAY THREE

Check this box if you are applying for Pathway 3

| | | | |
|---|----------------------|--------------|----------------------|
| Number of candidates participating in a year-long clinical teaching assignment | <input type="text"/> | X \$22,000 = | <input type="text"/> |
| Number of candidates participating in an intensive pre-training service program | <input type="text"/> | X \$5,500 = | <input type="text"/> |
| Total Request for Pathway 3 | | | <input type="text"/> |

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 (6100)

BUDGET

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|--|----------------------|
| Participants' master's degree tuition cost. | 60,000 |
| CTSO teacher/student membership and conferences participation costs. | 3,000 |
| Program implementation resources. | 5,593 |
| <input type="text"/> | <input type="text"/> |

SUPPLIES AND MATERIALS (6300)

| | |
|---|----------------------|
| Supplies and materials required to support instruction of the Education and Training courses. | 22,157 |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

OTHER OPERATING COSTS (6400)

| | |
|--|----------------------|
| Teacher/student travel costs associated with CTSO conferences. | 2,250 |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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| 6 |
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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- The plan must include strategies to increase enrollment in each course each year.
- The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The charter developed a plan for enhancing the Education and Training courses that are offered to students seeking a career in the education field. These courses include: Instructional Practices and Practicum in Education and Training. In addition, the charter will develop a partnership with Palo Alto College to offer dual-credit Instructional Practices and Practicum in Education and Training courses beginning the Fall of 2020.

Career Development, Counseling, and Support Opportunities for Students: As part of the plan, career development, counseling, and support opportunities will be provided to students. Students will first be offered the opportunity to take a career aptitude test. These tests will identify students that have an affinity for the education profession. Once these students have been identified, the Counselor will meet with the student to provide them with added information regarding the careers that are available; benefits and drawbacks they may encounter; growth opportunities; and more. Each student will be provided with information that details the educational requirements that they will need to meet in order to obtain a position as an educator. For students that are interested, the Counselor will assist them in identifying financial support which can assist them in obtaining the required education. Throughout their attendance at the high school, the Counselor will meet with them on a regular basis to provide them with added guidance and support. It will be the intent of the charter to provide these participating students the opportunity to take part in as many dual-enrollment courses as possible. This will minimize the number of courses students are required to take after graduation and will expedite their entry into the teaching profession.

Establishment of the FCCLA Program: The Career and Technical Education Student Organization (CTSO) that was selected by the charter is the Family Career and Community Leaders of America (FCCLA). This selection was made because FCCLA's mission, "to promote personal growth and leadership development through Family and Consumer Sciences education", is in line with the goal of the charter. It is the intent of the charter that a participating teacher will serve as the Chapter's Director. As the Director, he/she will be responsible for scheduling regular meetings, organizing the participants' trip to attend the annual conference, and assisting and providing guidance in the annual academic event. He/she will also be responsible for marketing the program and increasing membership.

Strategies to Increase Enrollment (Each Course/Each Year): To increase enrollment in the Education and Training Courses each year, the charter will ensure that an educational booth is available for each college and career nights. This representation will help to ensure that students are constantly aware of the opportunities that are available each year. Additionally, to continue to increase enrollment, college and university will be invited to attend attends the college and career workshops where they can include information pertaining to their teaching degree programs.

Recruitment and Selection of Teachers with Measurable Evidence of Student Achievement: The charter will recruit and select teachers that have field experience and demonstrated a commitment to the school charter. Additional factors will be considered when selecting teachers to participate in the program and could include: the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall Proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be considered for participation.

The charter is confident that the outlined process will help to ensure that the appropriate individuals are selected to take part in the program.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- The plan must include marketing and recruitment strategies to increase student interest and persistence.
- The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

A plan has been developed that will be utilized to recruit students to participate in the Education and Training course sequence.

Profile of Students Targeted for Recruitment: Students that have expressed their interest in education or have demonstrated good leadership skills will be targeted. Also, due to the high percentage of Hispanic students that attend the charter, the charter will target this student population for recruitment. This will help to increase the teacher diversity at each of the campuses. In addition, the charter will also target students that are enrolled in advanced courses or excel in extracurricular activities, such as UIL. These students will be targeted due to their proven commitment and persistence.

Marketing and Recruitment Strategies: The charter will begin a marketing campaign that will provide information to all students regarding the benefits of pursuing a career in the educational field. This will include the following information:

- Types of careers that can be pursued;
- Available positions in the charter, county, and state;
- Average pay;
- Work schedule;
- Holidays;
- Retirement and medical benefits; and more.

Additionally, previous graduates will be invited to visit the school to meet with the participating students. The graduates will be asked to provide examples of how a teacher affected their life choices and were able to provide them the support they need.

How Leadership and Staff will Motivate Students: The charter's marketing plan will help to ensure that the students are aware of the benefits of pursuing a career in education. This will include the positive impact they can have on others, summer and holidays off, high number of jobs available in the education field, and more. This will help to ensure that student **interest** in the education career field increases.

To increase **persistence**, the counselors at each campus will meet with participating students to identify how they are progressing with the Education and Training courses. The counselor will be available to answer any questions that the student has regarding the courses and the teaching profession. This will help to increase interest in the courses. In addition, the charter will provide students the opportunity to shadow a highly-qualified teacher. This will allow the student the opportunity to observe firsthand the impact that the teachers can make on an individual that is struggling.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

The charter will develop a partnership with Palo Alto College to provide a course of study that enables participating students to combine high school and college-level courses during grade levels 9 through 12. These courses will include dual-credit Instructional Practices and Practicum in Education and Training courses, as well as, additional core area courses that will be required of students that are seeking to obtain a degree in the educational field.

Explanation of Dual-Credit Partner Partnership: The charter will ensure that highly-qualified teachers are utilized to conduct the dual-credit classes in an appropriate manner. Palo Alto College, in partnership with Por Vida Academy, will offer the Education and Training dual-credit courses to students, as well as, other courses that will be necessary for participants to obtain a degree in education and obtain their teaching certification. This is ideal for the charter since their goal will be to have students obtain as many as 60 college credits by the time they graduate. Por Vida Academy's high school campus will focus on providing Education and Training and core area dual-credit courses for its participating students. These courses will be transferable and will expedite the pace at which students obtain their Bachelor's in Education Degree. The charter has established an articulation agreement with Palo Alto College to allow students to earn college credits while enrolled Por Vida Academy Charter High School. While attending the Por Vida Academy Charter High School, students will be enrolled in dual-credit courses which will be free of charge and will include books, testing materials, tuition, TSI testing fees, etc.

Timeline to Develop Dual Credit Partnership: The charter will meet with Palo Alto College during the Spring of 2019 to discuss the dual-credit education courses that are provided to students at Por Vida Academy Charter High School. Since the charter has a signed MOU with Palo Alto College, the agreement will be reviewed to ensure that the courses, services, and supports that will be available to students through the Education and Training courses are detailed. This MOU will be signed by the authorizing officials and be effective the 2019–2020 school year.

Signed Letter of Commitment: At this time, a signed letter of commitment from Palo Alto College has been included within this grant that indicates their agreement to establishing dual-credit course offerings.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles (required only if applying for Pathway 2 funds in addition to Pathway 1)

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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| N/A |
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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

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|-----|
| N/A |
|-----|

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

| | |
|---------------------|-------------------------------|
| Fiscal Agent | County-District Number |
| | |

| | |
|-------------------|-------------------------------|
| Member LEA | County-District Number |
| | |



POR VIDA ACADEMY

CHARTER DISTRICT

FOR LIFE

November 6, 2018

Mike Morath,
Commissioner of Education
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78701-1494

Re: Grow Your Own Grant

Dear Commissioner Morath:

As the Board President of Por Vida Academy, I, Sr. Odilia Korenek provide my support for the Grow Your Own Grant.

I understand the great benefit this grant opportunity can have on the students' educational attainment and the teaching profession as a whole; therefore, I believe our charter will be committed to ensuring that the Grow Your Own Program is a success.

Based on my experience as a board member, I am aware that the charter is challenged in employing and retaining highly-qualified teachers. Therefore, the need to grow the education career cluster is a priority, not just in the district, but throughout the state.

I provide my support for Por Vida Academy's grant-related activities which will include:

- Providing support and guidance to instructional participants from peers, instructors, and administration;
- Identifying students who show an interest in the teaching profession; and
- Enrolling students in the education and training courses.

The outcomes we intend to achieve include:

- Elevating the perception of the teaching profession held by high school students currently in the stages of choosing their career path;
- Closing the gap between the students and teachers as a result in changes in demographics of the student population; and
- Increasing the amount of highly-qualified educators in the area.

Based on all the assistance and benefits our instructional participants will receive if the grant is awarded, I, on behalf of Por Vida Academy, wholeheartedly support the Grow Your Own Grant and will make every effort to ensure the success of our educators and students who will be impacted by this funding, now and in the future to come.

Sincerely,

Odilia Korenek /Board President
Name/Title

Odilia Korenek
Signature

11-6-2018
Date

2018-2019 and 2019-2020
CHARTER HIGH SCHOOL COLLEGE CONNECTION PROGRAM AGREEMENT
BY AND BETWEEN
POR VIDA ACADEMY
AND
ALAMO COMMUNITY COLLEGE DISTRICT

The Por Vida Academy Charter High School (herein referred to as CHS) will participate in the Alamo Colleges District College Connection program during the 2018-2019 and 2019-2020 school years and agrees with the Alamo Community College District (herein "Alamo Colleges District"), comprised of the following colleges: Northeast Lakeview College, Northwest Vista College, Palo Alto College, San Antonio College, and St. Philip's College (each herein referred to as an "Alamo Colleges") as follows.

General Participation –CHS

1. The CHS will facilitate and encourage participation in the College Connection program by having every student in the CHS 2019 and 2020 senior classes participate in the College Connection Introduction to College presentation. Thereafter, every student in the CHS 2019 and 2020 senior classes who indicates an interest in seeking enrollment in any of the five (5) Alamo Colleges District (hereinafter specifically defined as "Prospective AC Students") will continue to receive College Connection program services. The CHS will obtain valid consents to the release of any information herein addressed for which such consent is required under the Family Educational Rights and Privacy Act, 20 United States Code 1232(g), 34 CFR Part 99 ("FERPA" and "FERPA Consent," respectively). The CHS will make an annual notification to parents of all students that the CHS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer. Any exchange by the parties of student record information protected by FERPA shall commit the receiving party to limit the use of such information to the purposes for which the disclosure was made, and to impose such limits on any re-disclosure, and the parties agree to comply with all applicable statutory and regulatory provisions, including, without limitation 34 CFR 99.31, 99.32, 99.33, 99.34 and 99.35.
2. The CHS will schedule, support and distribute information provided by the College Connection representative to their students about recommended and optional College Connection activities, such as participation in (i) an Introduction to College Awareness presentation (recommended), (ii) ApplyTexas online admission application sessions (recommended), (iii) AlamoENROLL module workshops (recommended), (iv) Free Application for Federal Student Aid (FAFSA) sessions, as well as assessment information sessions (optional) and other activities as determined and mutually agreed upon by the CHS and Alamo Colleges District.
3. The CHS will provide information technology support and be responsible for ensuring firewalls are disabled in order to provide access to websites required for AlamoENROLL modules for Prospective AC Students use.
4. The CHS will provide links to the Alamo Colleges District College Connection website on their websites.

5. The CHS will provide transportation of Prospective AC Students to the Alamo Colleges for mutually agreed upon college visits. *Based on availability of funds.*
6. The CHS will provide a minimum of an official 6-semester transcript regarding Prospective AC Students prior to the students' graduation.
7. Upon student's request, the CHS will provide an official final high school transcript to the Alamo Colleges, as agreed by the Alamo Colleges District and the CHS.

General Participation—Alamo Colleges District

1. The Alamo Colleges District – Palo Alto College will provide administrative oversight, planning materials, a staff liaison, and sufficient staff members to Prospective AC Students to complete the College Connection activities identified by the CHS and Palo Alto College staff.
2. The Alamo Colleges District - Palo Alto College Charter High School College Connection team will commit to a minimum of two Charter High School events per school year, one event to take place during the Fall semester at Palo Alto College and one event to take place during the Spring semester at Palo Alto College. The Charter High School events will be tailored for Charter High School students and will include preliminary college enrollment information and hands-on assistance. *The Palo Alto College Charter High School College Connection team will attempt to accommodate additional requests for outreach as staff and funding resources permit. (i.e., Alamo Colleges District Mobile GO Center Services)*
3. The Alamo Colleges District – Palo Alto College will provide to all College Connection Prospective AC Students an Alamo Colleges District Transition to College letter with a First Time In College Enrollment Checklist, registration information, tuition/fees, and financial aid information.
4. The Alamo Colleges District – Palo Alto College will make college and career exploration resources available to all College Connection Prospective AC Students.
5. The Alamo Colleges District – Palo Alto College will provide information related to Alamo Colleges District's degree/certificate options (AlamoINSTITUTES) and Texas Success Initiative ("TSI") requirements.

Data Sharing—CHS

1. After Prospective AC Students are self-identified, the CHS will provide to Alamo Colleges District, electronically in a template provided by Alamo Colleges District, no later than an agreed upon date, student-specific directory information, consisting, without limitation, of student name (first, middle, last), date of birth, and mailing address of record. Only for students whose parents have opted out of directory information disclosure, CHS will first obtain a valid FERPA release. CHS will make a reasonable attempt to notify the parent, at their last known address, if the CHS has failed to make an annual notification to parents of all students that the CHS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer.
2. The CHS may remove individual Prospective AC Students from the original roster by sending electronically a removal roster listing only students to be removed and showing the following information: Student Name (first, middle, last), and reason for removal (*e.g.*, student has left the CHS).

3. The CHS may add additional Prospective AC Students to the original roster by sending electronically an additional roster listing only students to be added and showing the following information: Student name (first, middle, last), date of birth, mailing address of record, previous high school, and reason for addition.
4. Upon receipt of the student-specific directory information, the Alamo Colleges District will use the information to present college application and financial aid information to each student regarding whom the information is received. The Alamo Colleges District may use the student-specific directory information to send information pertaining to enrollment in Alamo Colleges District to the families of all CHS seniors who have not objected. The Alamo Colleges District may use participating Prospective AC Student test scores to determine student enrollment eligibility and to provide students with additional college admissions testing opportunities. CHS student-specific information may be used by the Alamo Colleges District as authorized in this Agreement for student enrollment purposes through September 2019 for 2018-2019 seniors and September 2020 for 2019-2020 seniors.
5. Any unauthorized disclosure of confidential student information is a violation of FERPA and shall not be permitted to occur. While in possession of this data, CHS shall permit only its employees authorized to use the data for college enrollment purposes to have access to the data. CHS agrees to store the data in a secure area and to prevent unauthorized access.

Data Sharing—Alamo Colleges District

1. Upon request, the Alamo Colleges District will provide the following annual reports to the CHS principal: summer and fall Alamo Colleges District's enrollment of former CHS students, by CHS; and other mutually agreed upon reports.
2. The Alamo Colleges District assures that in all reports, electronic or otherwise, derived from information made available under this agreement, data shall be aggregated in such a way that no individual will be identified directly or by deduction.
3. The Alamo Colleges District may provide individual College Connection participating student test score information for tests administered by the Alamo Colleges District to such students' respective CHS authorized personnel upon written request that includes FERPA-compliant approval of such disclosure.
4. Any unauthorized disclosure of confidential student information is a violation of FERPA and shall not be permitted to occur. While in possession of this data, the Alamo Colleges District shall permit only its employees authorized to use the data for college enrollment purposes to have access to the data. The Alamo Colleges District agrees to store the data in a secure area and to prevent unauthorized access.

This Agreement covers only the essential elements of a cooperative relationship; unexpected events may arise that require mutual understanding, communication, and trust. If either party chooses not to honor this agreement, either party will be responsible for notifying the other party and/or its authorities (*i.e.*, Principal, College Vice President, etc.) in writing.

Commencement and Expiration Date: This instrument is executed and becomes effective on the date of the last signature and is effective through August 31, 2020 at which time it will expire unless it is extended in writing. *This instrument may also be reviewed and revised as needed during the two-year cycle.*

EFFECTIVE as of the last written date below.

Alamo Colleges District:

Participating ISD:



Dr. Adelina S. Silva Date
Vice Chancellor for Student Success
Alamo Colleges District



Mr. Joseph G. Rendon Date
Superintendent
Por Vida Academy

Dr. Robert Garza Date
President
Palo Alto College

Approved as to form only

